

# Framingham State University

## GRADUATE CATALOG

Framingham, Massachusetts 01701  
Telephone: 508.626.4550  
Website: [www.framingham.edu/dgce](http://www.framingham.edu/dgce)

---



---

2010-2011

# Framingham State University

---

## 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 and Nutrition and Dietetics Concentrations.

## Approved by:

Interstate Certification Compact on Certification of Educational Personnel

Commission on Collegiate Nursing Education (Initial Applicant Status)

American Chemical Society

Framingham State University initial and professional licensure programs for educators are approved by the Department of Elementary and Secondary Education of the Commonwealth of Massachusetts and by the National Association of State Directors of Teacher Education and Certification (NASDTEC).

## Member of:

College Entrance Examination Board

New England Association of Schools and Colleges

American Association of Colleges for Teacher Education

American Association of Colleges of Nursing

American Association of State Colleges and Universities

Council for the Advancement and Support of Education

National League for Nursing

Association for Continuing Higher Education

University Professional and Continuing Education Association

## Notice to Students:

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

# Telephone Directory

---

Main Number, Graduate and Continuing Education .....	508-626-4550
Academic Affairs.....	508-626-4582
Admissions	
Graduate.....	508-626-4550
Undergraduate .....	508-626-4500
Advising (new students) .....	508-626-4550
Alumni Relations .....	508-626-4561
Athletics .....	508-626-4614
Bookstore .....	508-626-4595
Business Office/Student Billing.....	508-626-4514
Career Services.....	508-626-4625
C. Louis Cedrone International Education Center .....	508-626-4964
Center for Academic Support and Advising.....	508-626-4509
College Center Information.....	508-626-4600
Counseling Center.....	508-626-4640
Dining Services.....	508-626-4602
Disability Services.....	508-626-4627
Distance Education/Academic Technology.....	508-626-4927
Financial Aid .....	508-626-4534
Graduate Program Administrative Assistant .....	508-626-4528
Health Services.....	508-626-4900
Library	
Circulation.....	508-626-4650
Inter-Library Loan .....	508-626-4690
Mazmanian Art Gallery .....	508-626-4968
Parking Clerk.....	508-626-4526
Police (Public Safety and Police Services) .....	508-626-4911
President's Office.....	508-626-4575
Registrar .....	508-626-4545
Switchboard, connecting to all College departments.....	508-620-1220
Transcripts.....	508-626-4545
Weather Advisory/School Closing .....	508-626-4898





**Dear Student,**

In these uncertain times, it's more important than ever to be prepared for the job market. Are you ready to meet the challenges?

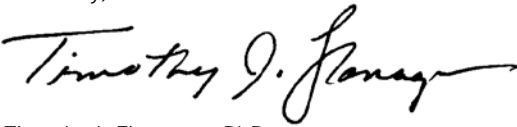
Framingham State University offers you a full array of opportunities for upgrading your credentials to enable you to move forward professionally. Whether you have just graduated from college or you are in mid-career and seeking more rewarding choices, at FSU you will find a range of affordable program options designed to fit your busy life. Our faculty, dedicated teachers who are experts in their fields and current in professional practice, will give you first-rate instruction and guidance.

Whether you select our MBA, one of our concentrations in the master's of education program, a master's degree in counseling psychology, nursing, food and nutrition, or another area, FSU will give you the expertise and the confidence to advance in your career. In this catalog, you will find the information you need to make your decision.

If you have any questions, our capable and responsive staff in the Division of Graduate and Continuing Education are always available to help you, from 8:45 a.m. to 7:30 p.m. Monday through Thursday, and on Fridays from 8:45 a.m. from 5 p.m.

I hope to see you on campus soon.

Sincerely,



Timothy J. Flanagan, PhD  
President, Framingham State University



# Table of Contents

---

Telephone Directory .....	iii
Mission Statement .....	2
Graduate Admission .....	3
Graduate Policies .....	6
Academic Regulations and Financial Information .....	15
Graduate Programs .....	20
Course Descriptions.....	96
Department of Higher Education, Board of Trustees .....	163
Administration and Faculty .....	163
Rights of Students; Academic Calendar .....	169
Campus Map .....	170
Index .....	171

## Committed to Student Success

Framingham State Universities faculty and staff demonstrate their commitment to each and every student's success by ensuring that student learning is paramount. From faculty who are available outside of class, to staff who are dedicated to customer service, we are always looking to make your experience at Framingham State an enjoyable and rewarding one.

## Yesterday and Today

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 it was the first state-supported normal school (the name for a school which trains teachers) in 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 excellent 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 education for the blind and deaf. They traveled to the South and to the West to teach in schools being organized 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, thus opening unprecedented educational and career opportunities for women. There were principals, professors, doctors and writers among the early graduates, as well as women who participated in the suffrage and temperance movements and in all of the significant educational and social reforms of the nineteenth century. Finally, at the close of the century, the first teachers of 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 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 College has continued to add departments such as Economics, Philosophy, Sociology and Psychology, as well as career-oriented programs in Medical Technology, Computer Science, Media Communications and Nursing, among others, to increase the options for students, and to meet the needs of the Commonwealth.

The College was empowered to grant its first graduate degree, the Master of Education, in May 1961. This was a part-time degree program. Full-time day graduate programs, currently limited to only the Master of Science, became available in 1967.

Authorization for the Master of Arts in Administration and in Counseling Psychology, and the Master of Science in Food and Nutrition came the following year.

In 1980, four of the options in the Master of Arts program were established: Business Administration, Educational Leadership, Health Care Administration, and Public Administration. The Master of Business Administration degree was approved in 2006. The Master of Science in Nursing, with concentrations in Education and Leadership, was approved in 2007.

A leader in educational technology, in September 2001 Framingham State began its first online degree program - the Master of Education with a concentration in Curriculum and Instructional Technology.

In summer 2010 the Massachusetts legislature and governor approved a bill allowing state colleges to become state universities. On October 26, 2010, Framingham State College was renamed Framingham State University.

## Public Higher Education System Mission Statement

The public college and university system in the Commonwealth of Massachusetts comprises fifteen community colleges, six state universities, three specialty 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 Department 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 their institution name.

Each college 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. They provide a campus environment where the ideas, values, perspectives and contributions of all students are respected.

Massachusetts State Universities and 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 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 was founded by Horace Mann in 1839 as the first state-supported institution of public higher education in the United States for the training of teachers. Located in Framingham, Massachusetts, a community 20 miles west of Boston, the University assists in fulfilling the workforce needs of the Commonwealth with an emphasis on the rapidly growing high technology and service region known as MetroWest. The University integrates liberal arts and science programs with a variety of professional programs at the Baccalaureate and Master's levels.

The University offers distinctive programs in:

- Teacher Education and Preparation – Programs to prepare teachers at all levels of Pre-Kindergarten through Grade 12 education.
- Nutrition, Dietetics, Food Technology, Chemistry and Biology – Unique professional programs integrated with foundation sciences.
- Business and its Applications Across the Disciplines – Programs with special preparation for the new technological economy.
- Advanced Technology – Programs infusing information technology throughout the curriculum.

Framingham State University draws the majority of its students from within Massachusetts and the New England region. Traditional college-age students, as well as non-traditional students seeking higher education on either a full- or part-time basis, are served and are accorded opportunities to participate in campus life through a variety of co-curricular programs and activities, and to develop the necessary knowledge and skills to compete in a global and technological society.

## Graduate Admission

The following are general requirements for admission. Students should review the specific requirements for admission to the particular program they are interested in as provided later in this catalog.

### Application

Applicants must possess an undergraduate degree from a regionally accredited institution of higher education and submit an official copy of their undergraduate transcripts. Two letters of recommendation are required (three for the M.A. in Counseling Psychology and the MSN). One letter must be from an employer or supervisor, and the other must be from a faculty member who has taught the candidate at the collegiate level if the candidate has attended classes in the last five years. Also required are a statement expressing the applicant's reasons for seeking to undertake graduate study in the chosen area, and/or other essays.

Admission for most master's programs (except Counseling Psychology) is on a rolling basis; however, students seeking admission for fall semester should have a complete application on file by July 1, while students seeking admission for spring semester should have a complete application on file by November 1. Applications completed or received after these dates cannot be guaranteed timely matriculation.

Academic requirements, such as quality point average, can be found under specific programs. Where required by the program, applicants must submit an official copy of the results of the Graduate Management Admission Test (GMAT), Graduate Record Examination (GRE) or the Miller Analogies Test (MAT) **taken within the last five years**. Most programs do not require the GRE or MAT for students who have already earned a master's degree or higher. Exceptions are the MBA, which requires the GMAT; and the M.Ed. in English, which requires the GRE English Subject Test. Specific test requirements are stated under each program in this catalog. Test application forms and information are available in the Office of Graduate and Continuing Education. TOEFL scores are required of candidates seeking admission from non-English speaking countries. The TOEFL may be waived if

the applicant has attended an American college or university and successfully completed at least two full academic years.

Graduate Applications are available from the Division of Graduate and Continuing Education at 508-626-4550, or online at [www.framingham.edu/dgce](http://www.framingham.edu/dgce). Applications are accepted year-round. Students may begin most programs of study in September or January. Students may also begin taking courses during the summer. Please note, however, that not every course is scheduled each semester.

Academic advisors are available to provide further information about the application process, degree programs, and course scheduling. For further information about our Graduate Degree programs, and/or to make an appointment to speak with an academic advisor, contact 508-626-4550 or visit [www.framingham.edu/dgce](http://www.framingham.edu/dgce).

Applications remaining incomplete for over one year will be discarded.

### Courses Before Admission

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

### Transfer Courses

Transfer credit for prior graduate coursework completed at another accredited college or university will be considered at the time of admission based on course descriptions and documentation submitted with the student's application. Matriculated graduate students

are expected to complete all coursework at Framingham State University. Under extenuating circumstances, students may request permission to take a course for transfer credit after admission, and must obtain prior approval in writing from both the advisor and the Dean of Graduate and Continuing Education. Courses accepted in transfer credit must meet the academic criteria established by Framingham State University.

Transfer credit is limited to two (2) graduate courses and must have been completed with a grade of B (3.0 on a 4.0 scale) or better provided they were earned no more than five (5) years prior to the date of admission to Framingham State University. Exceptions may only be made by the admissions committee.

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

## Entrance Examinations

Where required by the program, applicants must submit an official copy of the results of the Graduate Management Admission Test (GMAT), Graduate Record Examination (GRE) or the Miller Analogies Test (MAT) **taken within the last five years**. Most programs do not require the GRE or MAT for students who have already earned a master's degree. Specific test requirements are stated under each program in this catalog.

## Provisional Admission

Students who do not currently meet admission standards may be eligible for provisional admission. Provisional admission occurs after the student has made application for admission and has been reviewed by the appropriate

departmental admission committee. Under these circumstances, the committee would identify specific courses for the student to take and the criteria of performance that the student will be required to meet in order to be formally admitted.

## Matriculation and Inactive Status

### Non-Matriculated Students

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

### Matriculated Students

Matriculated students have met all admission requirements of the graduate program and have received a letter of acceptance from the University. Only students who accept the offer of admission will be considered fully matriculated.

### Inactive Students

All matriculated students who do not take at least one (1) course during the academic year will become inactive. Inactive students must apply for re-admission in writing when seeking to return to active status. Students returning to a program after being away for more than two consecutive semesters (excluding summer) are subject to the new program requirements upon their return.

## Time Limits

### First Course Registration

Full-time graduate students admitted to a master's program must register for courses no later than the semester following their admission. Part-time graduate students are given two semesters (excluding summer) following admission in which to register for classes. Records of students admitted to a program, but who failed to enroll in a course within one full year following admission, will be discarded.

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

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

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

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

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

**Academic Advising**

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

**Approval to Repeat a Graduate Course**

Subject to prior approval by the Dean of Graduate and Continuing Education, graduate students in good standing may repeat a course in which they received a grade lower than B- (2.7 on a 4.0 scale). All grades, including those earned in repeated courses, will remain on the academic transcript. The same course must be repeated at Framingham State University, and may only be repeated once. Only the most recent grade, whether higher or lower than the original grade earned, will be counted toward the student's degree program. No more than one graduate course may be repeated.

**Maximum Number of Courses Per Semester**

Students matriculated in a part-time graduate program can take no more than two courses during the Fall or Spring semester, and no more than three courses during the Summer sessions, without written approval from their advisor.

**Dual Level Courses**

Dual 800-level courses are those that enroll both graduate and undergraduate students. Graduate students enrolled in dual-level courses are required to do additional coursework and are graded according to higher academic standards.

**Second Master's Degree**

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

# Graduate Policies

## Student Conduct

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

The RAM Student Handbook is available in alternative formats for students with disabilities. A hard copy of the handbook may be obtained from the Division of Graduate and Continuing Education or Judicial Affairs.

## 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.

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; and 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.

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

### Step One – Faculty/Supervisor Action

Individual faculty members/supervisors are to deal directly with any academic infractions. The phrase “deal directly” assumes the faculty member/supervisor will confront the student with the fact of dishonesty and take appropriate action. Such action should reflect the seriousness of the infraction and could range from an informal verbal warning to, but not beyond, the issuance of an “F” for the course.

### Step Two – Formal Hearing

A. If, in the judgment of the faculty member/supervisor the alleged infraction of academic honesty warrants a more severe penalty, that person may request that the matter be brought before the Dean of Graduate and Continuing Education for a formal hearing and judgment. Such judgment may involve academic suspension or dismissal from the College.

OR

B. If a student wishes to appeal the decision of the faculty member/supervisor as outlined in Step One above, he or she may likewise request a formal hearing before the Dean of Graduate and Continuing Education.

Upon request of a faculty member/supervisor or a student, the Dean of Graduate and Continuing Education shall schedule a formal hearing before members of the Graduate Education Council, at a time and place agreeable to all parties concerned.

## Change of Program

A student who has been admitted to a degree program and wishes to be admitted to another degree program will be treated as a new applicant. A letter of intent stating the reason for the request must be submitted along with a new application. Another application fee is also required. No new transcripts need be sent unless requested, but, depending upon the program applied to, new letters of recommendation and new scores from

appropriate examinations may be required. Not all courses completed in one program may be transferable to another program.

## Withdrawal or Discontinuance of Study

Graduate students who withdraw from their graduate program at the end of a semester must notify the Division of Graduate and Continuing Education in writing. Graduate students interested in taking Day Division courses must notify the Office of the Registrar. Students who withdraw during a semester must submit an official course withdrawal form to the Division of Graduate and Continuing Education for each of their courses. Students should refer to the Academic Calendar on the web for withdrawal and refund dates.

While it is not unusual for graduate students to discontinue their studies for one semester, students who discontinue their studies for two or more consecutive semesters excluding summer are considered inactive. Inactive status is an administrative category and generally carries no academic penalties. There are two exceptions, however:

1. Students who are not in good standing when they leave the program will need written approval before they are formally readmitted.
2. Students returning to a program after being away for more than two consecutive semesters (excluding summer) are subject to any new program requirements upon their return.

## Readmission

A student in good standing who withdraws from the University, or who becomes inactive, will be considered for readmission to the University upon written request. This request should be received at least one month prior to registration for DGCE courses and a full semester ahead for Day Division courses. A student is defined to be in good standing if he or she was not subject to dismissal at the time of withdrawal. Returning students are subject to any new academic requirements then in place, although reasonable efforts may be taken so that students can continue in the program to which

they were admitted.

## Grading System

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

Grade	Quality Points
<b>A</b>	4.00
<b>A-</b>	3.70
<b>B+</b>	3.30
<b>B</b>	3.00
<b>B-</b>	2.70
<b>C+</b>	2.30
<b>C</b>	2.00
<b>F</b>	0.00
<b>WF</b>	0.00

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

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

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

**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 Dean of Graduate and Continuing Education will administer a make-up exam only in those instances where the faculty member involved 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 an extension is granted by the faculty member when circumstances warrant.

**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 the work is not completed within the given time, the "IC" will be changed to "F", unless an extension is granted by both the instructor and the Dean of Graduate and Continuing Education when circumstances warrant.

## Academic Standing and Dismissal

### Academic Average for Graduate Degrees and Certificates

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

### Academic Warning

The following circumstances result in an academic warning:

1. A student shall receive a warning the first

time the cumulative quality point average falls below 3.00.

2. A student shall receive a warning when the student receives one grade below “B-.”

NOTE: A student shall be provided with no more than one academic warning.

### Academic Dismissal

The following circumstances result in an academic dismissal:

1. A student shall be dismissed upon completion of a semester in which the cumulative quality point average falls below 3.00, and when a warning previously has been given. Students may not receive more than one warning before being dismissed.
2. A student shall be dismissed if the cumulative quality point average remains below 2.70 for two consecutive semesters.
3. A student shall be dismissed when the student accumulates two grades below “B-.”
4. A student shall be dismissed upon receipt of an “F” grade. The “F” grade is permanently recorded on the transcript and remains in the cumulative quality point average unless the student is reinstated and the course is retaken.
5. Upon notification of dismissal, students will have up to one semester from the date of notification to make a formal written appeal for readmission. The appeal will not be considered unless it includes concrete reasons and explanations for the student’s poor academic performance, with specific reference to extenuating circumstances and documentation where possible. Students must also include a written plan of action for improving the level of academic performance. Appeals are addressed to the Graduate Education Council. Appeals for readmission will be reviewed based on new information or extremely extenuating circumstances only.
6. Upon dismissal, a student may not take any further courses at Framingham State University.

## Grade Appeal Policy

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

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

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

### Level I: Informal

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

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

### Level II: Formal

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

## Comprehensive Examinations and Commencement

An oral, written or electronic comprehensive examination is required of students in several graduate programs and is indicated in this catalog. This examination must be taken no later than the semester following the last semester or term of coursework and requires prior approval in writing by the Dean of Graduate and



Continuing Education and by the members of the Examination Committee. Where required, students must receive a passing grade on both their portfolio as well as comprehensive examination in order to graduate.

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

August 15	December graduation
October 15	January graduation
January 15	May graduation
April 15	August graduation

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

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

is required. Students are not allowed more than one attempt to retake the comprehensive examination.

There is a fee of \$125.00 for each comprehensive exam and a commencement fee of \$35.00. Once a student's comprehensive exam has been scheduled and the panel members are confirmed, the following refunding rules apply:

- If a student cancels the exam more than two weeks before the scheduled exam date, 50% of the exam fee and 100% of the commencement fee will be refunded.
- If a student cancels the exam within two weeks of the scheduled exam date, only the commencement fee will be refunded.
- If the University cancels the exam, a full refund of the exam and commencement fees will be made.
- If a student cancels the exam because of an emergency such as a death in the family, or hospitalization, a full refund may be requested by writing to the Dean.

## Practicum/Internships

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

## Professional Standards for Students Enrolled in Teacher Preparation Programs

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.

## Graduate Certificate Programs

The Division of Graduate and Continuing Education offers Post-Baccalaureate and Graduate Certificate Programs that are designed for individuals seeking to concentrate on a specific area of study in a shorter period of time than would be required to obtain a degree. Many courses attained through a Graduate Certificate may later be used towards a Framingham State University graduate degree program by students who apply and are accepted into such a program at a later date. Ordinarily, students may transfer up to one course taken at another institution towards a Graduate Certificate Program. Further information on Graduate Certificate Programs begins on p. 85 of this catalog.

### Post Baccalaureate Pre-Health Studies Certificate Program

The Post Baccalaureate Pre-Health Studies Certificate Program is designed for college graduates who wish to prepare for graduate study in a health care profession but who did not take the required science courses as part of their undergraduate program. The certificate program provides the prerequisite courses required by the majority of health care professional programs, including, but not limited to dental, medical, pharmacy and veterinary schools; graduate entry nursing programs; physician assistant programs; and physical therapy programs. Students will work closely with a health studies advisor to develop an individualized program of study to meet their goals. The total number and type of courses required varies by area of interest and by graduate program. Many of the 200-level and above courses in the program have prerequisites (as indicated by an asterisk). Therefore, in certain instances, students may be required to take additional courses beyond the seven-course requirement of the certificate program. NOTE: This program is not designed for students who graduated from a pre-health studies undergraduate program who seek to repeat prerequisite courses in order to improve their academic records.

#### Admission Requirements

1. Applicants must have earned a baccalaureate degree from a regionally accredited college or university and must submit an official transcript from each college or university attended as an

undergraduate student.

2. Applicants must have a minimum cumulative grade point average of 2.7 on a 4.0 scale.
3. Applicants must provide two letters of recommendation from professors, supervisors, and/or colleagues, submitted on the Framingham State University Letter of Recommendation form and sent directly to the College by the recommender.
4. Applicants must submit a typed, 600-1,000 word personal statement discussing their motivation for seeking this certificate in view of prior formal education, current job responsibilities, and career plans.

#### Curriculum Requirements:

Seven courses/28 credits

Choose two (2) from the following Biology courses:

- |          |  |
|----------|--|
| BIOL 160 | Introduction to Organismal Biology       |
| BIOL 161 | Introduction to Cell & Molecular Biology |
| BIOL 234 | Comparative Vertebrate Physiology*       |
| BIOL 272 | Human Anatomy & Physiology I*            |
| BIOL 273 | Human Anatomy & Physiology II*           |
| BIOL 301 | Genetics*                                |
| BIOL 303 | Exercise Physiology*                     |
| BIOL 307 | Microbiology*                            |
| BIOL 409 | Developmental Biology*                   |

Choose two (2) from the following Chemistry 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*                                     |

Choose three (3) from the following:

- |          |  |
|----------|--|
| CONS 205 | Nutrition Science and Applications                                 |
| MATH 117 | Introduction to Statistics <u>or</u>                               |
| MATH 208 | Biostatistics  |
| MATH 219 | Calculus*  |
| PHIL 102 | Introduction to Ethics: Why Be Moral? <u>or</u> PHIL 225 Bioethics |
| PHYS 211 | Principles of Physics I  |
| PHYS 212 | Principles of Physics II   |
| PSYC 101 | General Psychology   |
| PSYC 200 | Psychology of Development  |
| PSYC 201 | Child Psychology   |

\*Check Undergraduate Catalog for prerequisites.

## Post Baccalaureate Teacher Licensure Program

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

### Available through PBTL:

Art Visual (PreK-8)  
 Art Visual (5-12)  
 Biology (5-8)  
 Biology (8-12)  
 Chemistry (8-12)  
 Early Childhood (PreK-2)  
 Earth Science (5-8)  
 Elementary (1-6)  
 English (5-8)  
 English (8-12)  
 Foreign Language: French (5-12)  
 Foreign Language: Spanish (5-12)  
 History (5-8)  
 History (8-12)  
 Mathematics (5-8)  
 Mathematics (8-12)

### Early Childhood (PreK-2) or Elementary Education (1-6)

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

### Academic Subject Licenses

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

### Studies in Education

All students in the PBTL Program must take coursework in teaching methods, development

and learning, and foundational studies dealing with the nature of schooling in our society. The precise courses differ according to the licensure sought, but all PBTL programs include the following three core courses:

PBTL 002 Field Study I (There is no academic credit for this course.)  
 PBTL 992 Learning and Human Development  
 PBTL 997 Children, Adolescents, School and Society

Enrollment in Field Study I requires that students have (a) already completed or be currently enrolled in PBTL 992 or PBTL 997; and (b) submitted an application to the PBTL program.

### In-School Experience

There are presently three or four in-school or “field” experiences, depending on the license sought. Only students matriculated in the PBTL program may enroll in Field Study II and III, and the student teaching practicum. The first field experience focuses principally on observation. The second, and in the case of elementary and early childhood programs the third as well, are part of teaching methods courses and involve taking on some real teaching responsibility. (These first experiences are designated Field Study I, II, and III.) The fourth experience (the third for subjects other than elementary and early childhood) is the student teaching practicum. It requires a semester’s full-time commitment. Post Baccalaureate students preparing for an Initial License may apply to use a semester of employment by a cooperating school district either as a teacher of record or as an aide in the field and at the level of the license sought. Students must be so employed at the time of application and have completed all other program and college requirements. The university’s Education Department will review applications on a case by case basis. For more information, refer to the course descriptions for PBTL 888 and PBTL 889, Practicum Equivalent A and B.

### Admission Requirements

Admission to the PBTL Program requires a baccalaureate degree from a regionally accredited college or university and a passing score on the Communication and Literacy portion of the Massachusetts Test for Educator Licensure (MTEL). A minimum undergraduate quality point average of 2.70 is required. PBTL

candidates with deficiencies in the liberal arts or sciences will be required to take appropriate courses in the humanities, natural sciences, social sciences, and mathematics before admittance to more advanced studies in the PBTL education sequence involving teaching method and practice.

### **Application Process**

Applications are accepted year round and students may begin a program in any semester. Prospective students apply for the Post Baccalaureate Teacher Licensure Program through the Division of Graduate and Continuing Education. Application requires a fee of \$50, transcripts of college work from all previous colleges, and two letters of recommendation. Documentation of any work experience in public schools, including dates, should be submitted at this time. For an application to the PBTL Program, please call the Division of Graduate and Continuing Education at (508) 626-4550 or apply online at [www.framingham.edu/dgce](http://www.framingham.edu/dgce).

### **Massachusetts Test for Educator Licensure**

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

### **Foundations of Reading Test**

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

### **Subject Matter Knowledge Test**

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

### **MTEL Preparation Workshops**

Framingham State University conducts MTEL Preparation Workshops for the Communication and Literacy Skills Test, Foundations of Reading Test, and the Academic (PreK-12) Subject Matter Tests. Please contact the Division of Graduate and Continuing Education at 508-

626-4550 for further information, or visit [www.framingham.edu/dgce](http://www.framingham.edu/dgce).

### **Teacher Licensure in Massachusetts**

Massachusetts has several levels of teacher licensure. The PBTL Program prepares students for the Initial License with its coursework, field-based experiences, and supervised practicum.

Teacher licenses must be renewed every five years through the accumulation of Professional Development Points or other requirements as defined by the Commonwealth.

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

The Elementary Education courses for the PBTL Program are available during the late afternoon hours. To be eligible for these courses, students must be officially accepted and enrolled in the PBTL Program.

Further information about the PBTL Program may be obtained from the Division of Graduate and Continuing Education.

### **Massachusetts Test for Educator Licensure Pass Rates**

Framingham State University, the first public college in America to offer teacher preparation, continues to be in the forefront in teacher education, most recently in the area of teaching with technology. The success rate of our students on the Massachusetts Test for Educator Licensure (MTEL) is rooted in a strong liberal arts and sciences curriculum, supported by excellent education courses and academic support services that include test preparation workshops. The following MTEL pass rates were reported to the United States Department of Education and the Massachusetts Department of Elementary and Secondary Education for 2007-2008.

Massachusetts Test for Educator Licensure (MTEL)  
 Framingham State University Annual Institution Report Program Year: 2008-2009

Test Field/Category	Institution Pass Rate	Statewide Pass Rate
<b>Basic Skills</b>		
Literacy-Reading	100%	100%
Literacy-Writing	100%	100%
Literacy Aggregate	100%	99%
<b>Academic Content Areas*</b>		
Early Childhood	100%	98%
Foundations of Reading	100%	99%
General Curriculum	100%	99%
History	100%	99%
Content Area Aggregate	99%	99%
<b>Summer Pass Rates</b>		
All Tests	100%	98%

\*Results for tests with fewer than 10 test-takers at an institution are not reported by individual test. For the 2008-2009 cohort, the College had fewer than 10 test-takers for each of the following tests: Biology, Earth Science, English, Mathematics, Middle School Mathematics, Moderate Disabilities, Visual Arts, and Health Education.

# Academic Regulations and Financial Information

## Academic Course Load

The normal course load for part-time graduate students is one or two courses per semester. Graduate students requesting to enroll in three courses in the same semester must receive written approval by their advisor and the Dean of Graduate and Continuing Education, except during the Summer sessions, when three courses are allowed.

The normal course load for full-time graduate students is four courses per semester; the minimum is three courses. A graduate assistant may not enroll in more than three courses. A student carrying three or more courses will be considered a full-time student and must pay all charges and fulfill all responsibilities accordingly.

## Transfers Between DGCE and Day Division

Students admitted to the Day Division but wishing to take courses through the Division of Graduate and Continuing Education (DGCE), or admitted to DGCE study and wishing to take Day Division courses, must notify the University, in writing, in advance of the semester in which they wish to make this change. Newly admitted full-time students must submit a \$50.00 tuition deposit prior to registration, thereafter paying tuition and fees through the Day Division as billed.

The Day Division and the Division of Graduate and Continuing Education are separate fiscal entities and tuition paid to one may not cover tuition owed to the other.

## Attendance

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

## Transcripts/Verifications

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

## Semester Charges for Graduate Students Attending Day Division, Fall 2010 Term\*

	Full-Time	Two Courses	One Course
Tuition (residents of Mass.)	\$837.50	\$560.00	\$280.00
Tuition (non-residents)	\$3,525.00	\$2,350.00	\$1,175.00
Fees	\$3,047.50	\$2,068.50	\$1,080.50

\*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.

No student will be officially enrolled in the University unless all charges have been paid. This includes the \$50.00 graduate application fee, as well as the nonrefundable \$50.00 tuition deposit required of first-time graduate day students. The balance of the tuition and all other fees, except for the oral or written comprehensive examination fee and the graduate degree transcript fee, are paid to the Student Accounts Office. Payment may be made by cash, bank check, certified check, money order, personal check, MasterCard or Visa. Please print your name and Framingham State University student ID number in the upper left-hand corner of all checks. If paying by credit card, please fill out all the credit card information on the Student Bill. A \$20.00 fee

will be charged for a check returned unpaid by the bank or for declined debit/credit cards. Do not send cash through the mail.

All students must return payment and the signed top portion of the student bill by the due date. Even if there is no balance due, you must sign the Certification and return the top portion of the student bill by the due date. Failure to do so will result in loss of classes and residence hall reservations. In addition a \$25.00 late fee will be charged.

## Refunds for Graduate Students Attending Day Division

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 the Student Bill, sign the bill and return it in the enclosed envelope. On or after the first day of classes, the student must complete 1) a "Notification of Withdrawal" form, 2) a "Course Add/Drop" form during the first six class days, and 3) submit both forms to the Office of the Registrar. No refund will be issued unless a "Notification of Withdrawal" form is complete.

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

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

If a student is remaining at the University but wishes to:

**Drop a course or courses:** The student should so indicate on the back of the Student Bill, enter the dollar adjustment and attach a note with the student's name, I.D. number and the name(s) of the course(s) to be dropped. On or after the first day of the semester, a student who wishes to drop a course must complete 1) a "Course Add/Drop" form, 2) a "Change of Status" form, and 3) submit both forms to 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 meal plan:** The student should so indicate on the back of the Student Bill and enter the dollar adjustment. All residence hall students, except for those assigned to Foster Hall, must have a meal plan. On or after the first day of classes, the student must go to the Student Accounts Office and complete a form to withdraw from the meal plan. Absolutely no refunds will be issued without a completed form. The charge percentage is prorated on a daily basis through 60% of the semester. Any change to a meal plan must be made at the Student Accounts Office prior to the end of 60% of the semester.

## Room and Board

Housing may be available for graduate students. Further, graduate students may take meals in the University dining hall during the academic year, excluding vacation periods. A meal plan is available, and students must apply through the Student Accounts Office.

## Charges for Part-Time Evening Graduate Students Tuition Fees, 2010-2011\*

	One Course	Two Courses
Graduate courses (except MBA, MSN)	\$940.00	\$1,880.00
MBA and MSN courses	\$1,110.00	\$2,220.00

\*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.

## Refunds for Part-Time Graduate Students

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

## Foreign Student Fees

Framingham State University issues I-20 Forms (Certificates of Eligibility for F-1 Visas) to students accepted and enrolled in full-time programs of study only. Currently, the only full-time graduate program at Framingham State University is the Master of Science, Food and Nutrition Program. These students register through the day division and pay Day Division tuition and fees.

Since there are no financial aid funds available for non-immigrant visa students, either at the graduate or undergraduate level, the student must demonstrate adequate resources to meet the estimated expenses listed below. Certified financial documentation to verify that the student has sufficient funds available to attend the University is required by the U.S. Immigration and Naturalization Services.

## Third Party Payments

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

## Financial Aid

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

There are three components to determine eligibility for financial aid: cost of attendance,

student contribution, and financial aid eligibility. Matriculation in a degree program and enrollment in at least two courses per semester are conditions for eligibility.

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

### Important information:

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

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

Additional information is available from the Financial Aid Office, Framingham State University, 100 State Street, P. O. Box 9101, Dwight Hall, Room 212, Framingham, MA 01701-9101, (508) 626-4534. Visit [www.framingham.edu/financialaid](http://www.framingham.edu/financialaid).

## In-State Tuition Residency

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



## Career Services

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

Career counselors are available to assist with career planning and the preparation of resumes and cover letters. Listings for internships, as well as for full and part time jobs, are available through the office's website: [www.framingham.edu/careerservices](http://www.framingham.edu/careerservices). Career Services is located in the College Center, room 524; 508-626-4625.

## Students with Disabilities

Framingham State University, in compliance with the mandates of Section 504 of the Federal Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, offers opportunities to all students without regard to disabilities. Students with disabilities may submit documentation to the Office of Academic Support and Disability Services for consideration of academic accommodations. Documentation guidelines may be found at [www.framingham.edu/CASA/academicsupport.htm](http://www.framingham.edu/CASA/academicsupport.htm), or students may call the Director of Academic Support at 508-626-4906.

There are six TTY's (telecommunications for the deaf) on campus: Admissions Office at 508-626-4500 (V/TTY); Graduate and Continuing Education at 508-626-4601 (TTY); Center for Academic Support and Advising at 508-626-4509 (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).



# Framingham State University Graduate Programs

## Master of Arts concentrations in

Counseling Psychology  
(Licensure and Non-Licensure tracks)

Educational Leadership

Health Care Administration

Human Resource Management

Public Administration

## Master of Business Administration

## Master of Education concentrations in

Art

Curriculum and Instructional Technology  
(online)

Early Childhood Education

Elementary Education

English

History

Literacy and Language

Mathematics

Nutrition Education (Online)

    Nutrition Education Specialist

    School Nutrition Specialist

Spanish

Special Education

The Teaching of English as a  
Second Language

## Master of Science

Food and Nutrition concentrations in:

    Coordinated Program in Dietetics

    Food Science and Nutrition Science

    Human Nutrition: Educational  
    and Media Technology

## Master of Science in Nursing concentrations in

Education

Leadership

## Graduate Certificates

Human Resource Management

Instructional Technology Proficiency (online)

Merchandising

Nursing Education

Nutrition Education (online)

STEM Education

Sustainable Development and Policy (SDP)

**Offered overseas through the international programs of the C. Louis Cedrone International Education Center:**

### Master of Arts concentration in

Educational Leadership  
(Non-Licensure)

### Master of Education concentrations in

International Teaching (Non-Licensure)

Special Education (Non-Licensure)

Teaching English as a Second  
Language (Non-Licensure)

### Graduate Certificate

Special Needs

## Master of Arts concentration in Counseling Psychology: Licensure Track

### Coordinator:

Professor Deborah McMakin,  
Psychology

### Advisors:

Professor Deborah McMakin,  
Psychology

Dr. Robert Donohue,  
Psychology

Dr. Justin Bailey,  
Psychology

The Psychology Department offers two master's programs in Counseling Psychology: Licensure and Non-Licensure tracks.

## Master of Arts Concentration in Counseling Psychology: Licensure as a Mental Health Counselor

The Master of Arts in Counseling Psychology-Licensure Track degree combines theoretical aspects with practical counseling skills to prepare the student to work effectively as a counselor in the mental health field. Foundational courses provide a strong foundation in psychology with emphasis on current theories, research, and applications of a variety of counseling approaches. Additionally, courses are designed to integrate theory with practice. A culminating internship experience must be arranged at a site affiliated with or approved by the Department of Psychology. The Master of Arts in Counseling Psychology-Licensure Track consists of fifteen (15) courses and fulfills all academic and internship requirements established to prepare students to qualify as a Licensed Mental Health Counselor (LMHC) by the State of Massachusetts Board of Registration of Allied Mental Health Professions as of 2004.

## Admission Requirements

Admission to the program is a competitive process. Individuals possessing a baccalaureate degree in any major from a regionally accredited institution are eligible to apply for admission.

**Admissions are accepted only for enrollment for the fall semester.** Students wishing to enroll in courses prior to matriculation to the program are restricted to enrollment in *CPSY 901 Theories of Psychotherapy* and Counseling and *CPSY 911 Orientation to Counseling Practice* and must have completed all undergraduate prerequisites.

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

1. Applicants must have earned a baccalaureate degree from a regionally accredited college or university.
2. Applicants are required to possess an overall undergraduate quality point average of at least 2.8 on a 4.0 scale, with a 3.0 quality point average in undergraduate psychology courses.
3. Applicants must obtain a combined, total score of 900 on the verbal and quantitative portions of the Graduate Record Exam (GRE) or a minimum of 45 on the Miller Analogies Test (MAT).
4. Applicants must submit three letters of recommendation and a 500-word personal statement.

5. The following undergraduate psychology courses must have been completed within the last ten years prior to matriculation: General (Introductory) Psychology, Psychology of Personality, Abnormal Psychology, and a course in Developmental Psychology (i.e., child, adolescent, adulthood and aging, lifespan). Students with a satisfactory score on an Introductory General Psychology CLEP exam may waive this prerequisite.

The admissions committee will begin review of applicant materials upon receipt of all required documents. Complete applications include: application form, three current letters of recommendation, GRE or MAT test scores, 500 word personal statement, and all official undergraduate transcript(s) indicating prerequisites listed above. Applicants may be invited for a personal interview as part of the admissions requirement.

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

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

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

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

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

### **Course Requirements for Licensure Track**

Successful completion of the following courses will fulfill the requirements for Licensure as a Mental Health Counselor in the State of Massachusetts established by the Board of Allied Mental Health and Human Service Professions. Substitutions and

transfer credit for the following courses are strongly discouraged and may invalidate the degree requirements relative to licensure.

**Counseling Theory**

CPSY 901 Theories of Psychotherapy and Counseling

**Human Growth and Development**

CPSY 964 Advanced Principles of Learning and Development

**Psychopathology**

CPSY 925 Adult Psychopathology

**Social Cultural Foundations**

CPSY 945 Multicultural Counseling: Research, Theory, and Practice

**Helping Relationships**

CPSY 911 Orientation to Counseling Practice

**Group Work**

CPSY 910 Group Processes in Counseling

**Special Treatment Issues (one required, one elective)**

CPSY 943 Family Counseling—required

CPSY 919 Problems of Substance Abuse—elective

CPSY 966 Assessment, Diagnosis and Treatment Planning—elective

**Appraisal**

CPSY 962 Theories and Methods of Psychological Testing

**Research and Evaluation**

CPSY 956 Understanding Social Science Research

**Professional Orientation**

CPSY 921 Professional Issues in Counseling and Mental Health

**Clinical Field Experience Requirements**

CPSY 990 Counseling Practicum I

CPSY 991 Counseling Practicum II

CPSY 998 Counseling Internship I

CPSY 999 Counseling Internship II

## Additional Information on Internship Clinical Experience

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

For students who wish to begin their internship in the summer, three consecutive internship courses are required: *CPSY 987 Counseling Internship A*, *CPSY 988 Counseling Internship B*, and *CPSY 989 Counseling Internship C*. These internships consist of no less than 200 clock hours for a combined total of a minimum of 600 clock hours. Students electing to complete *CPSY 987 A*, the summer internship, **MUST** enroll in *CPSY 988 B* and *CPSY 989 C* in subsequent fall and spring semesters. This sequence may be substituted for the *CPSY 998/CPSY 999* Internship sequence.

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

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

### Enrollment Plan

The following sequence is designed for matriculated students who wish to complete the program in three years. The student should note that summer courses are required for completion of the program. Courses must be taken in sequential order and require graduate advisor approval prior to enrollment.

#### Year I

##### Fall

CPSY 911	Orientation to Counseling Practice
CPSY 956	Understanding Social Science Research

##### Spring

CPSY 901	Theories of Psychotherapy and Counseling
CPSY 964	Advanced Principles of Learning and Development

Summer I      See below

**Year II**

Fall

CPSY 925      Adult Psychopathology  
 CPSY 990      Counseling Practicum I

Spring

CPSY 921      Professional Issues in Counseling and  
 Mental Health  
 CPSY 991      Counseling Practicum II

Summer II      See below

**Year III**

Fall

CPSY 943      Family Counseling  
 CPSY 998      Counseling Internship I

Spring

CPSY 945      Multicultural Counseling  
 CPSY 999      Counseling Internship II

**Summer Coursework:**

Three summer courses are required to complete the program. Following successful completion of Year I and/or Year II coursework, matriculated students may take one to three of these required courses per summer.

The following required courses are offered every summer for students who have successfully completed Year 1 and/or Year 2 courses, as outlined above:

CPSY 910      Group Processes in Counseling  
 CPSY 962      Theories and Methods of Psychological Testing

**One** of the following Special Treatment electives will be offered every summer for students who have successfully completed Year 1 and/or Year 2 courses:

CPSY 919      Problems of Substance Abuse  
 CPSY 966      Assessment, Diagnosis and Treatment Planning

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



## Master of Arts concentration in Counseling Psychology: Non-Licensure Track

### Coordinator:

Professor Deborah McMakin,  
Psychology

### Advisor:

Dr. Robert Donohue,  
Psychology

Dr. Justin Bailey,  
Psychology

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

### Admission Requirements

Admission requirements are the same as admission to the licensure degree program. Students who were matriculated in the licensure track program must apply to the non-licensure track after consulting with their advisor.

The degree requires successful completion of 10 courses. Completion of this degree does **NOT** lead to licensure as a Mental Health Counselor.

### Core Requirements (8):

CPSY 901	Theories of Psychotherapy and Counseling
CPSY 911	Orientation to Counseling Practice
CPSY 921	Professional Issues in Counseling and Mental Health
CPSY 925	Adult Psychopathology
CPSY 945	Multicultural Counseling: Research, Theory and Practice
CPSY 964	Advanced Principles of Learning and Development
CPSY 990	Counseling Practicum I
CPSY 991	Counseling Practicum II

### Two electives to be chosen from the following (2):

CPSY 910	Group Processes in Counseling
CPSY 919	Problems of Substance Abuse
CPSY 943	Family Counseling
CPSY 947	Lifestyles and Career Development
CPSY 956	Understanding Social Science Research
CPSY 962	Theories and Methods of Psychological Testing

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

## Master of Arts concentration in Educational Leadership

### Coordinator:

Dr. James O'Connell, Education

### Advisor:

Dr. James O'Connell, Education

The Master of Arts with a concentration in Educational Leadership is designed to provide qualified and experienced educators with the knowledge and skills necessary to assume leadership positions in schools, particularly those of supervisor, director, principal, or assistant principal. The focus of the program is curriculum instruction and management finance. The program emphasizes the role of a school leader as collaborator and creator of a supportive and stimulating environment for children and teachers. Individuals already in official leadership positions may also enroll in order to broaden their expertise. Approved by the Massachusetts Department of Elementary and Secondary Education, the Master of Arts with a concentration in Educational Leadership leads to an Initial License as either a School Principal/Assistant School Principal (Levels: PreK-6; 5-8; 8-12); or to a Supervisor/Director. Professional Licensure is obtained through non-academic routes.

### Admission Requirements

1. The applicant must have earned a baccalaureate degree from a regionally accredited college or university.
2. The applicant must have an Initial License in another educational role (i.e., Elementary, English, History, etc.) and three full years of employment in that role.
3. The applicant must have a minimum undergraduate quality point average of 3.0 on a 4.0 scale.
4. The applicant is expected to achieve a score in the 60th percentile or better on the Miller Analogies Test or the Graduate Record Examination General Test.

### Degree Requirements

Students may take courses in any sequence subject to the following general requirements. The degree consists of twelve (12) courses, which includes three (3) core courses, seven (7) concentration courses, and two (2) 150 clock-hour practica. Successful completion of an oral comprehensive examination is required as the student's culminating experience.

1. Students must complete course prerequisites prior to course registration.
2. Students must meet with their advisor prior to registering for Practicum in School Leadership I and II.

### Education Core Courses (3)

EDUC 991	Philosophy of Education and Teaching Practice
EDUC 998	Language Development and Communication
EDUC 999	Research and Evaluation (recommended after completion of three content or concentration courses)

### Concentration Courses (7)

EDLE 927	Advanced Teaching Strategies
EDLE 938	Technological Applications for School Leaders
EDLE 947	A Systems Approach to Educational Finance
EDLE 948	Legal Issues and Concerns in Education
EDLE 970	Curriculum Design, Practice and Assessment
EDLE 986	Collaborative Leadership and Organizational Change
EDLE 987	Supervision and Staff Development

### Practicum (2)

EDLE 980	Practicum in School Leadership I and <b>ONE</b> of the following, depending on level of license sought:
EDLE 981	Practicum in School Leadership II: Grades PreK-6;
EDLE 982	Practicum in School Leadership II: Grades 5-8;
EDLE 983	Practicum in School Leadership II: Grades 9-12; <b>or</b>
EDLE 984	Practicum in School Leadership II: Supervisor/Director

### Practicum Requirement

The practicum courses cannot be completed prior to completion of all core and concentration courses. Placement in Practicum in School Leadership I and II is the student's responsibility; however, the University must approve all placement sites. The content of the experience also requires approval of the student's advisor, which must be obtained prior to submitting the application to the Dean of Graduate and Continuing Education.

A completed Practicum Report form is to be submitted by the student at the completion of the experience. These forms become part of the student's permanent record.

## Master of Arts concentration in Health Care Administration

### Coordinator:

Dr. George Jarnis, Government

### Advisor:

Dr. George Jarnis, Government

The Master of Arts with a concentration in Health Care Administration provides the knowledge and practical skills necessary for Health Care Administration. The program is designed for the person with employment experience within the health care field who is now seeking a career move into administration, or the person who is currently working in administration and now desires the theoretical tools to support this position. In this period when great challenges face the health care system, excellence in management decision-making is of the greatest importance. The Master of Arts program provides a pragmatic approach which balances the theoretical with the practical, and is designed to aid the student in the decision-making process. After completion of the program, students are expected to be able to analyze problems, develop solutions, and articulate those solutions in well written and good oral form.

### Admission Requirements

The Master of Arts with a concentration in Health Care Administration is open to experienced health care professionals who can demonstrate their ability to complete successfully a program of graduate study and who have the desire to work within the field of health care at the administrative level.

Applicants must have earned a baccalaureate degree from a regionally accredited college or university. Students are evaluated primarily on the basis of experience in health care, on the distribution of courses they have taken as undergraduates, and, if applicable, courses taken in another graduate program, and on their undergraduate and graduate grades. An overall undergraduate quality point average of 3.0 on a 4.0 scale in a program acceptable to the admissions committee is expected. Students who do not meet these requirements may be offered the opportunity to demonstrate their ability to do successful graduate work by:

1. Taking two advisor-approved courses and earning a grade of B or better in each course;

#### OR

2. Taking either the Graduate Management Admissions Test, Graduate Record Examination, or the Miller Analogies Test and achieving a score in the 60th percentile or higher.

In addition to a suitable QPA or possession of other indicators of academic success, admission will be granted only to persons with acceptable employment experience. Acceptable employment is usually a minimum of one year of full-time paid experience in the field and is usually verified by appropriate letters of recommendation. This requirement may be waived after a personal interview.

Evaluation of the materials submitted by the applicant for admission to the Master of Arts program will begin as soon as all required documents have been received. Applicants may be admitted to the program for the Fall or Spring semesters, although courses may be taken during the summer.

## Degree Requirements

The program consists of eleven (11) core courses and one (1) prerequisite course. The prerequisite course may be waived for persons having a similar course elsewhere.

Waivers are not granted for non-academic prior learning, and are determined solely on the basis of the student's undergraduate or graduate record. All waivers require written approval by the advisor.

Students are expected to be familiar with office/management level software.

Students may take courses in any sequence subject to the following general requirements:

1. Students must observe prerequisites. Courses taken without the proper prerequisites will not be applicable to the student's degree requirements unless written approval is obtained from the student's advisor.
2. HCAD 984 Seminar in Health Care Administration must be taken in the final semester of the program. Exceptions, requiring written advisor approval, may be made for students taking an elective course over the summer. Registration for the seminar requires prior written permission from the Dean of Graduate and Continuing Education. Students will not be permitted to fulfill this requirement with a course transferred from another institution.

### Prerequisite Course (1)

MATH 117	Introduction to Statistics OR
QUAN 676	Statistical Analysis for Managers

### Core Courses (11)

HCAD 909	Health Care Delivery System, Policy and Reform
HCAD 917	Health Law, Regulations, and Ethics
HCAD 920	Strategic Planning of Health Care Services
HCAD 924	Health Care Economics and Financing
QUAN 908	Quantitative Analysis for Administrators
HCAD 930	Managing Operations
HCAD 940	Health Care Informatics and Technology
HCAD 910	Budgeting in Health Care Facilities
HCAD 950	Health Care Marketing
MGMT 904	Management and Leadership
HCAD 984	Seminar in Health Care Administration

## Master of Arts concentration in Human Resource Management

### Coordinator:

Dr. Robert Wallace, Economics  
and Business Administration

### Advisor:

Dr. Robert Wallace, Economics  
and Business Administration

The Master of Arts with a concentration in Human Resource Management is designed to provide qualified individuals from any undergraduate major with the conceptual, analytical, and operational knowledge needed to assume a position in human resource management. The program is based on an orientation which provides a proper balance of theoretical and practical knowledge as well as in-depth preparation in human resource management. Philosophically, the program assumes that excellence in human resource management requires an understanding of both the internal aspects of the modern profit or non-profit organization and the external environment in which it functions. To acquire this understanding, students are exposed to courses in the areas of management, accounting, finance, economics, and human resource administration. At the completion of the program, students are expected to possess the sophisticated analytical, verbal, and intellectual skills needed to forecast personnel needs, hire new employees, and create an environment which promotes maximum employee satisfaction and efficiency.

## Admission Requirements

Applicants must have earned a baccalaureate degree from a regionally accredited college or university in any major.

Students are evaluated primarily on the basis of the distribution of courses they have taken as undergraduates and, if applicable, courses taken in another graduate program, and on their undergraduate and graduate grades. An overall undergraduate quality point average of 3.0 on a 4.0 scale in a program acceptable to the admissions committee, including successful completion of business and economics courses taken as an undergraduate, is expected.

Students who do not meet these requirements may be offered the opportunity to demonstrate their ability to do successful graduate work by:

1. Taking two approved graduate courses and earning a grade of B or better in each course;

### OR

2. Taking either the Graduate Management Admissions Test, the Graduate Record Exam or the Miller Analogies Test and achieving a score in the 60th percentile or higher.

Evaluation of the materials submitted by the applicant for admission to the Master of Arts will begin as soon as all required documents have been received. Applicants may be admitted to the program for the Fall or Spring semesters, although courses may be taken during the Summer.

## Degree Requirements

The program curriculum consists of ten (10) courses, which includes eight (8) core and two (2) elective courses. In addition, two (2) foundation courses are required. Students with

appropriate academic background may be permitted to waive the two foundation courses.

Waivers are generally not granted if the corresponding undergraduate course(s) were completed more than seven years prior to application. Waivers are not granted for non-academic prior learning, and are determined solely on the basis of the student's undergraduate or graduate record. All waivers require written approval by the program advisor.

Students are expected to be familiar with office/management level software.

Students may take courses in any sequence subject to the following general requirements:

1. Students must complete the two foundations courses early in their program as these are prerequisite courses to core courses and electives.
2. Students must observe prerequisites. Courses taken without the proper prerequisites will not be applicable to the student's degree requirements unless written approval is obtained from the student's advisor.
3. MGMT 985 Seminar in Human Resource Management is the culminating course in the student's program. Registration requires prior written permission from the Dean of Graduate and Continuing Education. Students will not be permitted to fulfill this requirement with a course transferred from another institution. The seminar can only be taken in the last semester of study. Exceptions, requiring written advisor approval, may be made for students taking an elective course over the summer.

### **Foundation Courses (2) (may be waived)**

ACCT 621	Financial Accounting
ECON 610	Economic Analysis

### **Core Courses (8)**

BUIS 909	Information Technology in Business
FINA 929	Financial Management
MGMT 904	Management and Leadership
MGMT 950	Labor Management Relations
MGMT 951	Human Resource Management
MGMT 955	Compensation and Performance Management
MGMT 963	Employee Benefits
MGMT 985	Seminar in Human Resource Management

### **Elective Courses (2)**

MGMT 975	Topics in Business (with advisor approval)
PADM 911	Grantsmanship and Development

Additional electives require written advisor approval.

Information on the Graduate Certificate in Human Resource Management may be found on page 87 of this catalog.

## Master of Arts concentration in Public Administration

### Coordinator:

Dr. George Jarnis, Government

### Advisor:

Dr. George Jarnis, Government

The Master of Arts with a concentration in Public Administration stresses the practical skills and knowledge necessary for a career in the public sector. The program is designed for students presently serving in government and non-profit organizations, those involved in the private sector who are involved with and affected by governmental activities, and those who seek careers in government at the management level. The program provides a pragmatic approach which balances the theoretical with the practical. Students are exposed to the normative and empirical aspects of problem-solving, organizational management, budget and resource management, policy-making, and program administration. In this period of increased interdependency among the public, non-profit, and private sectors, the program is dedicated to the increased responsibilities and challenges confronting the public manager. The program provides the student with a concrete foundation for the acquisition of administrative expertise and tools essential for management at all levels of government and within non-profit service-oriented organizations. After completion of the program, students are expected to be able to analyze problems, to develop solutions, and to acquire the advanced skills of written and oral analysis, presentation, and communication.

### Admission Requirements

Applicants must have earned a baccalaureate degree from a regionally accredited college or university. The evaluation of a candidate is primarily based upon the applicant's quality point average which is used as an indicator of intellectual development and ability. Extracurricular activities, employment and non-employment experiences, career goals, and motivation for graduate work serve as additional admission criteria. An overall undergraduate quality point average of 3.0 on a 4.0 scale in a program acceptable to the admissions committee is expected. Students who do not meet these requirements may be offered the opportunity to demonstrate their ability to do successful graduate work by:

1. Taking two advisor-approved graduate or undergraduate courses and earning a grade of B or better in each course;

#### OR

2. Taking either the Graduate Management Admissions Test, the Graduate Record Exam, or the Miller Analogies Test and achieving a score in the 60th percentile or higher.

In addition to a suitable QPA or possession of other indicators of academic success, admission will be granted only to persons with acceptable employment experience. Acceptable employment is usually a minimum of one year of full-time paid experience in the field and is usually verified by appropriate letters of recommendation. This requirement may be waived after a personal interview. Evaluations of the materials submitted by the applicant for admission to the Master of Arts will begin as soon as all required documents have been received. Applicants



may be admitted to the program for the Fall or Spring semesters, although courses may be taken during the summer.

## Degree Requirements

The Master of Arts in Public Administration consists of ten (10) courses which are divided into a core component (seven courses) and an elective component (three courses).

Students are expected to be familiar with office/management level software.

Students may take courses in any sequence subject to the following general requirements:

1. PADM 983 Foundations of Public Administration serves as a foundation for the core and elective courses in the Public Administration program. Students are recommended to complete this course prior to taking other core courses.
2. Students must meet course prerequisites.
3. PADM 984 Seminar in Public Administration is the culminating course in the student's program and may not be taken before the final semester of the program. Exceptions, requiring advisor approval, may be made for students taking an elective course over the summer. Registration for the seminar requires prior written approval from the Dean of Graduate and Continuing Education. Students will not be able to fulfill this requirement with a course transferred from another institution.

### Prerequisite Course (1)

MATH 117 Introduction to Statistics OR  
 QUAN 676 Statistical Analysis for Managers

### Core Courses (7)

MGMT 904 Management and Leadership  
 PADM 929 Techniques of Policy Analysis  
 PADM 937 Techniques of Public Budgeting and Resource Management  
 PADM 981 Personnel Management in the Public Sector  
 PADM 983 Foundations of Public Administration  
 PADM 984 Seminar in Public Administration  
 QUAN 908 Quantitative Analysis for Administrators

### Elective Courses (3)

Any three (3) courses with the written approval of the student's advisor. The following are suggested.

BUIS 909 Information Technology in Business  
 ECON 840 Public Finance  
 MGMT 955 Compensation and Performance Appraisal  
 PADM 911 Grantsmanship and Development  
 PADM 957 Risk Management and Fiscal Analysis

## Master of Business Administration

### Coordinator:

Dr. Michael Harrison,  
Economics and Business  
Administration

### Advisor:

Dr. Michael Harrison,  
Economics and Business  
Administration

The Master of Business Administration (MBA) program is designed for mid-level managers and professionals in business and other organizations who aspire to greater leadership and management roles. Students learn to link theory with practice, and to understand the multi-disciplinary demands of a business environment that is increasingly global, technology-oriented, and diverse.

The MBA program provides graduates with the cumulative knowledge, skills and capacities identified and supported by the Association to Advance Collegiate Schools of Business (AACSB):

- Capacity to lead in organizational situations.
- Capacity to apply knowledge in new and unfamiliar circumstances through a conceptual understanding of relevant disciplines.
- Capacity to adapt and innovate to solve problems, to cope with unforeseen events, and to manage in unpredictable environments.

At the completion of the MBA program, students are expected to apply their knowledge and understanding of strategy, economics, management science, finance, marketing, information technology and management to identify business problems and opportunities; to analyze and develop solutions; to implement tactical and strategic approaches to overcome problems and realize the opportunities.

## MBA Admission Requirements

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

Applicants are required to submit the following:

1. A completed Application for Graduate Admission form.
2. Official copies of undergraduate and/or graduate transcripts. Students who have transcripts from outside the United States must have their transcripts evaluated by a Credit Evaluation service and translated into English.
3. Official Graduate Management Admissions Test (GMAT) results taken within the past five years.
4. Two written essays. Each essay should be typed or printed, single spaced and limited to the length indicated. The essay questions are:
  - A. What would you like the MBA Admissions Committee to know about you? (450-word limit)
 and EITHER

- B. What are your three most substantial achievements and why do you consider them to be substantial achievements? (700-word limit)
- OR
- C. What experience in the military, public service, or business do you have? Explain how this experience equips you for the MBA program. (700 word limit)
5. Two letters of recommendation sent directly to Framingham State University by the evaluators.
  6. A current professional resumé.
  7. TOEFL scores are required of applicants seeking admission from non-English speaking countries. The TOEFL may be waived if the applicant has successfully completed at least two full academic years in a college/university in the United States of America, United Kingdom, Australia, New Zealand or Canada.

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

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

The MBA Application for Admission is available online at [www.framingham.edu/dgce/mba](http://www.framingham.edu/dgce/mba) or contact the Graduate and Continuing Education Office at 508-626-4550.

Advisors are available for consultation about the MBA admission process, program requirements, and course selection. Individuals may make an appointment with an advisor by contacting 508-626-4550.

Students who will be applying for admission to the MBA program may take foundation courses prior to applying for admission to the program. Students must seek the advice of the MBA Advisor when deciding whether to take foundation courses prior to applying for admission.

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

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

## Degree Requirements

Each MBA course is offered for four (4) credits. The MBA degree program consists of 12 courses or 48 credits, consisting of ten (10) Core and two (2) Elective courses. **Prior to enrolling in Core and Elective courses, students are required to fulfill six (6) foundation course requirements. All course prerequisites are to be observed.**

## Foundation Requirements

Students must demonstrate proficiency in the following six areas: financial accounting, managerial accounting, economics, marketing, statistics and the study of leadership, teamwork and the organization. The 600-level foundation courses meet proficiency requirements for the program and do not count toward MBA graduate credit.

Proficiency may be demonstrated in one of the following ways:

1. Appropriate undergraduate or graduate coursework completed with a grade of B or better earned no more than five (5) years prior to the date of application to the MBA program. The Admissions Committee will evaluate each applicant's academic record to determine whether foundation requirements have been met.
2. Students without appropriate prior academic coursework may demonstrate proficiency by taking a College-Level Examination Program (CLEP) test in an appropriate subject area, or may make a written request for a waiver.
3. Successful completion of the appropriate MBA foundation course (or courses) listed below.

ACCT 621	Financial Accounting
ACCT 632	Managerial Accounting
ECON 610	Economic Analysis
MGMT 638	Leadership, Teamwork and the Organization
MRKT 643	Foundations of Marketing
QUAN 676	Statistical Analysis for Managers

**Students MUST complete all MBA foundation requirements prior to taking core and elective MBA courses.**

**Core Courses (10):**

BUIS 933	Enterprise Information Technology
ECON 923	The Economics of Organizational Design
FINA 929	Financial Management
MGMT 911	Organization Behavior and Theory
MGMT 935	Operations Management
MGMT 940	Business and Its Environment
MGMT 951	Human Resource Management
MGMT 989	Professional Project and Capstone in Strategic Management
MRKT 917	Strategic Marketing
QUAN 905	Management Science

Registration for *MGMT 989 Professional Project and Capstone in Strategic Management*, requires the prior written permission of the Dean of Graduate and Continuing Education. Students will not be permitted to fulfill this requirement with a course transferred from another institution. The course can only be taken after all other core courses have been completed. Students may take elective courses subsequently or concurrently with this course.

### **Elective Courses (2): Select from the following**

BUIS 960	Project Management
FINA 945	Investments
MGMT 950	Labor Management Relations
MGMT 965	Supply Chain Management
MGMT 968	Managing in a Global Environment
MGMT 975	Topics in Business
BUIS 990	International Business Practicum

### **Courses before Admission**

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

### **Transfer Credit**

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

### **Time Limits for Degree Completion**

All degree requirements must be met within six (6) years from the completion date of the first MBA Core or Elective course.

### **Maximum Number of Courses per Semester**

Students may take no more than two courses each semester.

## Master of Education concentration in Art

### Coordinator:

Professor Barbara Milot,  
Art and Music Department

### Advisor:

Professor Barbara Milot,  
Art and Music Department

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

### Admission Requirements

1. The applicant must have earned a baccalaureate degree from a regionally accredited college or university.
2. An overall undergraduate quality point average of at least 3.0 on a scale of 4.0 in a degree program acceptable to the admissions committee.
3. Forty-five (45) undergraduate semester hours of liberal arts courses including a distribution of courses as listed below:
  - Studio Art - 36 semester hours
  - Art History - 9 semester hours
4. A Massachusetts Initial Teaching License in Art. This requirement will be waived for persons who are not using this degree in order to obtain teacher licensure in the State of Massachusetts.
5. Submission of scores on the Graduate Record Examination General Test or the Miller Analogies Test.
6. Ten (10) to fifteen (15) slides or digital images of the applicant's art work. This may include multiple slides to show detail.
7. An interview with the Chairperson of the Art and Music Department.

### Degree Requirements

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

#### Education Core Courses (3)

EDUC 991	Philosophy of Education and Teaching Practice
EDUC 998	Language Development and Communication
EDUC 999	Research and Evaluation (recommended after completion of three Content or Concentration courses)

### **Art Concentration Courses (7)**

ARTS 995      Graduate Seminar in Art Education

#### **AND**

At least six (6) additional graduate level art courses.

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

Four (4) studio art courses at the graduate level

#### **AND**

Two (2) art history courses at the graduate level

**Master of  
Education  
concentration in  
Curriculum and  
Instructional  
Technology**

**Online**

**Coordinator:**

Dr. Claire Graham, Education

**Advisor:**

Dr. Claire Graham, Education

The Master of Education with a concentration in Curriculum and Instructional Technology prepares the candidate to obtain a Massachusetts Initial License as an Instructional Technology Teacher (all levels). Students are given an opportunity to gain vital skills in applying and expanding the use of educational technology in the curriculum. Instruction is computer-based and all courses are offered online.

For candidates who are seeking a first Initial License, a 300-hour practicum experience must also be completed after the successful completion of all degree requirements. For candidates who are seeking an additional Initial License, a 150-hour practicum experience must also be completed after the successful completion of all degree requirements.

**Admission Requirements**

1. The applicant must have earned a baccalaureate degree from a regionally accredited college or university.
2. The applicant must have a minimum undergraduate quality point average of 2.7 on a 4.0 scale.
3. The applicant must have formal access to a classroom environment.
4. The applicant must submit satisfactory scores on the Miller Analogies Test or the Graduate Record Examination General Test.

**Degree Requirements**

The degree requires successful completion of ten (10) courses, which include three (3) core courses, five (5) concentration courses, and two (2) electives. Students must also successfully complete an online written comprehensive examination and electronic portfolio. The professional portfolio, based upon the Massachusetts Department of Elementary and Secondary Education Professional Standards for Licensure, must be web-based and submitted to the advisor of the Curriculum and Instructional Technology program at least one week prior to the online written comprehensive exam. The examination is taken in the last semester of study.

**Core Courses (3)**

- |          |  |
|----------|--|
| EDUC 991 | Philosophy of Education and Teaching Practice  |
| EDUC 998 | Language Development and Communication   |
| EDUC 999 | Research and Evaluation (recommended after completion of three Concentration or Content courses) |



### Concentration Courses (5)

INST 941	Internet for Educators
INST 943	Impact of Technology on Education
INST 951	Mathematics Instruction with Technology
INST 954	Technology Infrastructure Management
INST 959	Systemic Change: Curriculum, Instructional Technology, and Professional Development

### Electives (2)

Two (2) elective graduate content courses approved by the program advisor. Choose from the following academic disciplines: art, biology, earth science, English, foreign language, geography, history, or mathematics.

### Practicum: required for students seeking an Initial Instructional Technology Teacher License (all levels):

INST 939	Practicum in Instructional Technology
----------	---------------------------------------

Prior to applying for the practicum, a passing score for the Communication and Literacy Skills Test of the Massachusetts Tests for Educator Licensure (MTEL) must be submitted to the Framingham State University Division of Graduate and Continuing Education. The practicum is taken only after successful completion of all degree requirements in the Master of Education with a concentration in Curriculum and Instructional Technology program. Permission of the program advisor at least three (3) months prior to the practicum is required. Students secure their own practicum site, which must be approved by the University.

For students seeking a first Initial License, a field-based 300-hour practicum or practicum equivalent is required. Students must complete 150 hours at each of any two of the following levels: PreK-6, 5-8, 8-12. For students seeking an additional Initial License, a 150-hour practicum or practicum equivalent in the role of the license in an appropriate classroom, determined by the program advisor, is required. The student is guided by the cooperating school system and his/her college supervisor.

**Note:** Information on the Graduate Certificate in Instructional Technology Proficiency may be found on page 88 in this catalog.

## Master of Education concentration in Early Childhood Education

### Coordinator:

Dr. Katherine Hibbard,  
Education

### Advisor:

Dr. Katherine Hibbard,  
Education

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

### Admission Requirements

1. The applicant must have earned a baccalaureate degree from a regionally accredited college or university.
2. The applicant must hold a Massachusetts Department of Elementary and Secondary Education license in Early Childhood Education at the Initial level (or above) or hold Massachusetts Department of Early Education and Care (formerly OCCS) certification as Lead Teacher, Director I and/or Director II and have one year's teaching experience in early childhood education.
3. The applicant must have a minimum undergraduate quality point average of 2.7 on a 4.0 scale.
4. The applicant must submit satisfactory scores on the Graduate Record Examination General Test.

### Degree Requirements

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

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

#### Core Courses (3)

EDUC 991	Philosophy of Education and Teaching Practice
EDUC 998	Language Development and Communication
EDUC 999	Research and Evaluation (recommended after completion of three Content or Concentration courses)

#### Required Courses (3)

CPSY 964	Advanced Principles of Learning and Development
LTRC 901	Integrating the Language Arts
SPED 962	Developmental Patterns of Children with Special Needs

### Elective Courses (4)

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

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

ECED 911	Play and Observation
ECED 912	Advanced Early Childhood Curriculum
SPED 956	Curriculum Development and Modification (prerequisite: SPED 962 Developmental Patterns of Children with Special Needs)
SPED 963	Behavior and Classroom Management (prerequisite: SPED 962 Developmental Patterns of Children with Special Needs)

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

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

## Master of Education concentration in Elementary Education

### Coordinator:

Dr. Claire Graham, Education

### Advisor:

Dr. Claire Graham, Education

The Master of Education with a concentration in Elementary Education prepares teachers who hold a Massachusetts Initial License in elementary education to move to the Professional License. The program prepares students with the content knowledge and strategies appropriate for teaching in elementary classrooms of the 21st century.

### Admission Requirements

1. The applicant must have earned a baccalaureate degree from a regionally accredited college or university.
2. The applicant must have an Initial Teaching License in Elementary Education.
3. The applicant must have a minimum undergraduate quality point average of 2.7 on a 4.0 scale.
4. The applicant must submit satisfactory scores on the Miller Analogies Test or the Graduate Record Examination General Test.

### Degree Requirements

The degree requires successful completion of ten (10) courses, which are divided into four (4) core courses, four (4) content courses, and two (2) curriculum specific courses and an oral comprehensive examination. The professional portfolio, based upon the Massachusetts Department of Elementary and Secondary Education Professional Standards for Licensure, must be completed and submitted to the advisor of the Elementary Education program at least one week prior to the oral comprehensive examination. The examination is taken in the last semester of study.

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

### Education Core Courses (4)

EDUC 991	Philosophy of Education and Teaching Practice
EDUC 998	Language Development and Communication
EDUC 999	Research and Evaluation (recommended after completion of three Content or Concentration courses)
LTRC 901	Integrating the Language Arts

### Content Courses (4)

Four (4) elective graduate content courses approved by the program advisor. Choose from the following academic disciplines: art, biology, chemistry, earth science, English, English as a Second Language, foreign language, geography, history, mathematics, physics, or political science.

### Curriculum Specific Courses (2)

Choose two (2) from the following:

- |          |  |
|----------|--|
| EDLE 927 | Advanced Teaching Strategies   |
| ENGL 930 | Workshop in Children's Literature  |
| INST 941 | Internet for Educators   |
| INST 943 | Impact of Technology on Education  |
| SPED 956 | Curriculum Development and Modification<br>(Prerequisite: SPED 962 Developmental<br>Patterns of Children with Special Needs) |
| SPED 962 | Developmental Patterns of Children with<br>Special Needs   |

## Master of Education concentration in English

### Coordinator:

Dr. Elaine Beilin, English

### Advisor:

Dr. Lorretta Holloway, English

The Master of Education with a concentration in English is designed for students who are interested in furthering their knowledge in English at the graduate level, without regard to employment as teachers, as well as for those who wish to meet state or district requirements for advanced study by teachers. Students seeking Professional Licensure (5-8 or 8-12) must have obtained Initial Licensure. The program presumes substantial undergraduate work in English, although students without such undergraduate preparation may substantiate their knowledge of the subject via the GRE Literature in English Test.

### Admission Requirements

1. A baccalaureate degree from a regionally accredited college or university.
2. An overall undergraduate quality point average of at least 2.7 on a 4.0 scale in a degree program acceptable to the admissions committee.
3. Forty-five (45) undergraduate semester hours of liberal arts courses.
4. A Massachusetts Initial Teaching License in English for persons seeking a Professional Teaching License in English.
5. Submission of scores on the Graduate Record Examination General Test and the GRE Literature in English Test, taken no longer than seven years prior to applying to the program.
6. A writing sample. This should be a documented paper of at least ten pages, preferably on a literary topic.

### Degree Requirements

The degree requires a minimum of ten (10) courses, which include three (3) core Education courses and seven (7) English courses. Students with limited undergraduate preparation in English may need additional courses in order to meet distribution requirements. English graduate courses require additional readings, including works of literacy criticism, and extensive independent research essay of at least 20 pages, rather than the shorter essay assignments required of undergraduate students. A written comprehensive examination is required as the student's culminating experience. Students should meet with their advisor early in the program to plan long-term preparation for the exam and are required to meet with their advisor when they begin the exam process. Students are encouraged to attend one of the exam preparation workshops. These will be scheduled at the beginning of each semester.

### Education Core Courses (3)

EDUC 991	Philosophy of Education and Teaching Practice
EDUC 998	Language Development and Communication
EDUC 999	Research and Evaluation (recommended after completion of three Content or Concentration courses)

## English Concentration Courses (7)

### Required (3):

ENGL 860	Critical Writing*
ENGL 890	The English Language*
ENGL 896	Seminar in Literature

\*If either of these courses has been completed for an undergraduate or Post Baccalaureate Secondary Education Licensure program, another graduate English course must be substituted with written advisor approval to make up the seven (7) courses required.

### Distribution Requirements (4):

At least four (4) additional 800 or 900 graduate level English courses approved, in writing, by the student's advisor. 800-level literature courses are usually dual-enrolled with 300- or 400-level courses. 900-level courses are for graduate students only and are usually conducted in a seminar format. However, both 800- and 900-level literature courses are graduate-level courses and thus presuppose experience with analytical reading, writing, and research and the ability to combine these in both formal and informal ways. Students should demonstrate a clear understanding of theoretical approaches, a mastery of research techniques through synthesis of material from a wide variety of sources, and an advanced ability to present complex ideas in both oral and written form. The culmination of the semester's work is a substantial research essay

Courses are to be selected so that the student's graduate courses, along with previous undergraduate courses, fulfill the distribution requirements of:

1. Two courses in British literature: one group A, one group B.
2. Two courses in American literature: group C.
3. One course in Classical, Biblical or Renaissance Literature: group D.
4. One course in Contemporary World Literature: group E.
5. One course in composition at the graduate level

**Note:** refer to course descriptions for group A, B, C, D and E courses.

## Master of Education concentration in History

### Coordinator:

Dr. Jon Huibregtse, History

### Advisor:

Dr. Jon Huibregtse, History

The Master of Education with a concentration in History is designed for students who are interested in furthering their knowledge of history at the graduate level, without regard to employment as teachers, as well as for those who wish to meet state or district requirements for advanced study by teachers. This program leads to the Professional License (5-8 or 8-12). It is not recommended for those who wish to pursue the study of history at the doctoral level.

### Admission Requirements

1. A baccalaureate degree earned from a regionally accredited college or university.
2. An overall undergraduate quality point average of at least 2.8 on a 4.0 point scale.
3. Forty-five (45) undergraduate semester hours of liberal arts courses including a distribution of courses as listed below:  
 Humanities: twelve (12) semester hours  
 History: eighteen (18) semester hours
4. A Massachusetts Initial License in History. This requirement will be waived for persons who are not using this degree in order to obtain teacher licensure in the State of Massachusetts.
5. Submission of satisfactory scores on the Miller Analogies Test or Graduate Record Examination.

### Degree Requirements

The degree requires a minimum of ten (10) courses, which include three (3) in education and seven (7) in history. Students should note that the Seminar requires a prerequisite, *HIST 856 Historical Research and Writing*, or an equivalent course. An oral comprehensive examination is required as the student's culminating experience.

#### Education Core Courses (3)

EDUC 991	Philosophy of Education and Teaching Practice
EDUC 998	Language Development and Communication
EDUC 999	Research and Evaluation (recommended after completion of three Content or Concentration courses)

#### History Concentration Courses (7)

HIST 893	Seminar in American History <b>OR</b>
HIST 894	Seminar in European/World History

Note: *HIST 856 Historical Research and Writing* or an equivalent course is the prerequisite for HIST 893 and HIST 894.



**AND** at least six (6) additional history courses must be taken at the 800 or 900 graduate level, approved in writing by the student's advisor.

Graduate students enrolled in dual-level graduate courses will be required to produce an original research paper from 15 to 40 pages (including primary sources and otherwise conforming to departmental standards taught in *HIST 856 Historical Research and Writing*); to complete extra reading assignments; and to be graded according to more exacting standards than undergraduates enrolled in the course.

## Master of Education concentration in Literacy and Language

### Coordinator:

Dr. Diane L. Lowe, Education

### Advisor:

Dr. Diane L. Lowe, Education

The Master of Education with a concentration in Literacy and Language, plus a supervised practicum, enables candidates to meet the requirements for Initial Licensure in Massachusetts as a Specialist Teacher: Reading Licensure and qualifies the recipient to work in the area of reading and language arts with students at all age and grade levels.

The Master of Education with a concentration in Literacy and Language also enables candidates holding an Initial License in Elementary, Early Childhood or Teacher of Students with Moderate Disabilities to meet the requirements for Professional Licensure in Elementary, Early Childhood Education or Teacher of Students with Moderate Disabilities. The additional supervised practicum is not required for candidates seeking Professional License in these three fields.

The licensure program also conforms to the Standards for Reading Professionals as developed by the International Reading Association. These standards were approved by the National Council for Accreditation of Teacher Education (NCATE).

### Admission Requirements

1. The applicant must have earned a baccalaureate degree from a regionally accredited college or university.
2. The applicant must have at least an Initial Teaching License.
3. The applicant must have an undergraduate quality point average of at least 2.7 on a 4.0 scale.
4. The applicant must submit a satisfactory score on the Graduate Record Examination General Test.

### Degree Requirements

This degree requires successful completion of ten (10) courses and an oral comprehensive examination. A professional portfolio, completed as part of the degree program and based upon the Massachusetts Department of Elementary and Secondary Education Professional Standards for Licensure, must be completed and submitted to the advisor of the Literacy and Language program four weeks prior to the oral comprehensive exam. Candidates seeking the Initial Specialist Teacher: Reading License must also complete a supervised practicum.

### Education Core Courses (3)

EDUC 991	Philosophy of Education and Teaching Practice
EDUC 998	Language Development and Communication
EDUC 999	Research and Evaluation* (recommended after completion of three Content or Concentration courses)

### Concentration Courses (6)

LTRC 900	Research and Practice in Reading
LTRC 901	Integrating the Language Arts (suggested first course in concentration)
LTRC 902	Reading and Writing in the Content Areas
LTRC 903	Assessment for Learning Styles and Strategies
LTRC 910	Leadership and Consultation in the Language Arts
LTRC 926	Teaching the Writing Process

### Elective Course (1)

ENGL 930	Workshop in Children's Literature
----------	-----------------------------------

### Practicum required for students seeking an Initial Specialist Teacher: Reading License

LTRC 952	Practicum in Literacy and Language with Seminar
----------	---

Students seeking an Initial Specialist Teacher: Reading License will need a 150-hour practicum. The practicum is taken only after successful completion of all required courses in the Master of Education with a concentration in Literacy and Language program and submission of a passing score on the Reading Specialist 09 MTEL. Permission of the program advisor and Dean at least three (3) months prior to the practicum is required. Students must locate their own practicum site, which must be approved by the university.

The Massachusetts Department of Elementary and Secondary Education requires teachers seeking the Initial Specialist Teacher: Reading License to have at least an Initial Teaching License and at least one year of experience under that license.

Candidates for the Initial Specialist Teacher: Reading License must complete a Literacy and Language research project.

## Master of Education concentration in Mathematics

### Coordinator:

Dr. Walter Czarnec,  
Mathematics

### Advisor:

Dr. Walter Czarnec,  
Mathematics

The Master of Education with a concentration in Mathematics is designed for students who are interested in furthering their knowledge of mathematics at the graduate level, without regard to employment as teachers, as well as for those who wish to meet state or district requirements for teacher licensure. The program leads to the Professional License (5-8 or 8-12).

### Admission Requirements

1. The applicant must have earned a baccalaureate degree from a regionally accredited college or university.
2. An overall undergraduate quality point average (QPA) of at least 2.7 on a 4.0 point scale or QPA of 2.8 for all courses completed in the last two years of the student's full-time undergraduate program.
3. Mathematics preparation comparable to Framingham State University's mathematics major including Calculus I, II, and III, Linear Algebra and Applications, Number Theory, and one (1) computer science course.
4. A Massachusetts Initial License in Mathematics. This requirement will be waived for persons who are not using this degree in order to obtain teacher licensure in the State of Massachusetts.
5. Submission of scores on the Miller Analogies Test or Graduate Record Examination.

Students whose academic background does not meet the requirements under item 2 above may still qualify for admission. In these cases students would be asked to make up course deficiencies as part of their graduate program, in addition to the core and concentration courses.

### Degree Requirements

The degree requires ten (10) courses, which include three (3) core courses, and seven (7) concentration courses. A comprehensive examination is required as the student's culminating experience.

#### Education Core Courses (3)

EDUC 991	Philosophy of Education and Teaching Practice
EDUC 998	Language Development and Communication
EDUC 999	Research and Evaluation (recommended after completion of three Content or Concentration courses)

#### Concentration Courses (7)

MATH 999	Reading and Research in Higher Mathematics
----------	--

#### AND

Six (6) additional courses approved in writing by the student's advisor.

The student is expected to develop competencies in the following areas: analysis, algebra, geometry, discrete mathematics, and probability and statistics.

**Master of Education: Concentration in Nutrition Education, Nutrition Education Specialist (offered online)**

**Coordinator:**

Professor Janet Schwartz,  
Consumer Sciences

**Advisor:**

Dr. Patricia K. Luoto,  
Consumer Sciences

The Master of Education: Concentration in Nutrition Education, Nutrition Education Specialist (NES) combines the advanced study of education, applied nutrition and nutrition education with the opportunity for students to broaden their expertise in elective courses of their choice. The specialization in Nutrition Education is designed for:

- Health educators/counselors in school, healthcare, community programs, and other organizations
- Nutrition professionals with or without certification as a Registered Dietitian
- Health, physical education, and consumer science teachers
- School Nutrition Directors

**Admission Requirements**

1. Applicants must have earned a baccalaureate degree\* from a regionally accredited college or university and must submit an official transcript from each college or university attended as an undergraduate or graduate student.
2. Applicants are required to possess an overall underall quality point average (QPA) of at least 3.0 on a 4.0 scale including acceptable grades in science courses.
3. All prerequisite courses must be completed.
4. Applicants who do not fulfill the QPA requirement but have a minimum quality point average of 2.7 on a 4.0 scale will be considered for admission after they complete two prerequisite courses at Framingham State University. These courses must have prior approval and must be completed with a grade of B or better.
5. Applicants must provide two letters of recommendation from professors, supervisors, and/or colleagues, submitted on the Framingham State University Letter of Recommendation form and sent directly to the University by the recommender.
6. Applicants must submit a typed, 300-word personal statement discussing their motivation for seeking a master's degree in view of prior formal education, current job responsibilities and career plans.
7. Personal or phone interview required.

Applicants are evaluated based on numerous factors including previous college course work; letters of recommendation; and personal statement.

\*Bachelor's degree in related field: food and nutrition, hospitality, business, health education, with coursework covering the following areas:

- basic nutrition (course must be within last five years)
- foodservice systems
- upper level management
- managerial finance (preferred) or accounting
- biostatistics (preferred) or statistics

## Application Deadline

Applications for the Master of Education with a concentration in Nutrition Education are accepted on a rolling basis. Although the University accepts on a rolling basis, courses are not offered every semester.

Students applying for the School Nutrition Specialist must apply by June 1st of the preceding academic year to start the internship in the fall. Students admitted after June 1st may still begin their studies in the fall in the other required master's degree courses.

## Degree Requirements:

The program requires a minimum of ten (10) courses which include: three (3) education core courses, four (4) nutrition core courses and three (3) specialization courses, together with undergraduate prerequisite courses required for students without appropriate academic backgrounds. A minimum of ten (10) courses is required for graduation. A timed online comprehensive examination is required as the student's culminating experience.

### Education Core Courses (3)

EDUC 992	Learning and Human Development
NUED 911	Research Methods in Nutrition Education
NUED 973	Designing Nutrition Education Programs and Curricula

### Nutrition Core Courses (4)

NUED 914	Contemporary Nutrition Issues in Schools
NUED 978	Public Health Nutrition
NUED 970	Computers in Nutrition Education
NUED 993	Independent Projects in Health and Wellness

### Elective Courses (3)

Three graduate level electives related to the degree and approved by the advisor are required. *NUED 900 Leadership in Excellence in School Nutrition* is highly recommended. Other examples include: nutrition science, nutrition education, management, leadership, organizational change, grantsmanship, counseling, education, health and wellness, and healthcare.

**Master of Education:  
Concentration  
in Nutrition  
Education,  
School Nutrition  
Specialist (SNS)  
(offered online)**

**Coordinator:**

Professor Janet Schwartz,  
Consumer Sciences

**Advisor:**

Dr. Patricia K. Luoto,  
Consumer Sciences

The Master of Education: Concentration in Nutrition Education, School Nutrition Specialist (SNS) combines the advanced study of education, applied nutrition and nutrition education with the development of knowledge, skills and competencies necessary to provide school nutrition services. These are outlined in the School Nutrition Association's Keys to Excellence program areas of Administration, Communications and Marketing, Nutrition and Nutrition Education, and Operations and the School Foodservice and the Nutrition Specialist Credentialing Exam Study Guide.

The specialization in School Nutrition Specialist (SNS) is designed for those who wish to fulfill the academic and internship requirements to become a School Nutrition Specialist (SNS). See the School Nutrition Association at [www.schoolnutrition.org](http://www.schoolnutrition.org) for information on these requirements and the national credentialing examination. Through this internship student interns will:

- Prepare to assume district level/supervisory positions in school nutrition
- Understand and assess the nutritional needs of diverse populations, especially of school-aged children at risk and of limited income
- Provide an environment in which interns can appreciate and perform the variety of tasks required for operating successful school foodservice programs
- Prepare to communicate effectively in interactions with other professionals and stakeholders
- Be prepared to sit for the national Nutrition Specialist Credentialing Exam

### Admission Requirements

1. Applicants must have earned a baccalaureate degree\* from a regionally accredited college or university and must submit an official transcript from each college or university attended as an undergraduate or graduate student.
2. Applicants are required to possess an overall under all quality point average (QPA) of at least 3.0 on a 4.0 scale including acceptable grades in science courses.
3. All prerequisite courses must be completed.
4. Applicants who do not fulfill the QPA requirement but have a minimum quality point average of 2.7 on a 4.0 scale will be considered for admission after they complete two prerequisite courses at Framingham State University. These courses must have prior approval and must be completed with a grade of B or better.
5. Applicants must provide two letters of recommendation from professors, supervisors, and/or colleagues, submitted on the Framingham State University Letter of Recommendation form and sent directly to the University by the recommender.

6. Applicants must submit a typed, 300-word personal statement discussing their motivation for seeking a master's degree in view of prior formal education, current job responsibilities and career plans.
7. Personal or phone interview required.

Applicants are evaluated based on numerous factors including previous college course work; letters of recommendation; and personal statement.

\*Bachelor's degree in related field: food and nutrition, hospitality, business, health education, with coursework covering the following areas:

- basic nutrition (course must be within last five years)
- foodservice systems
- upper level management
- managerial finance (preferred) or accounting
- biostatistics (preferred) or statistics

### **Application Deadline**

Applications for the Master of Education with a concentration in Nutrition Education are accepted on a rolling basis. Although the College accepts on a rolling basis, courses are not offered every semester. Students applying for the School Nutrition Specialist must apply by June 1st of the preceding academic year to start the internship in the fall. Students admitted after June 1st may still begin their studies in the fall in the other required masters degree courses.

### **Degree Requirements:**

The program requires a minimum of ten (10) courses which include: three (3) education core courses, four (4) nutrition core courses and three (3) specialization courses, together with undergraduate prerequisite courses required for students without appropriate academic backgrounds. A minimum of ten (10) courses is required for graduation. A timed online comprehensive examination is required as the student's culminating experience.

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

EDUC 992	Learning and Human Development
NUED 911	Research Methods in Nutrition Education
NUED 973	Designing Nutrition Education Programs and Curricula

#### **Nutrition Core Courses (4)**

NUED 914	Contemporary Nutrition Issues in Schools
NUED 978	Public Health Nutrition
NUED 970	Computers in Nutrition Education
NUED 993	Independent Projects in Health and Wellness

#### **Specialization Core Courses (3), School Nutrition Specialist**

NUED 900	Leadership in Excellence in School Nutrition
NUED 901	Practicum I in School Nutrition
NUED 902	Practicum II in School Nutrition



## Master of Education concentration in Spanish

### Coordinator:

Dr. Michael Wong-Russell,  
Modern Languages

### Advisor:

Dr. Emilce Cordeiro,  
Modern Languages

The Master of Education with a concentration in Spanish is designed for students who are interested in furthering their knowledge in Spanish at the graduate level, without regard to employment as teachers, as well as for those who wish to meet state or district requirements for advanced study by teachers. The program leads to the Professional License (5-12) and presumes preparation in Spanish at the undergraduate level.

### Admission Requirements

1. A baccalaureate degree earned from a regionally accredited college or university.
2. An overall undergraduate quality point average of at least 2.8 on a 4.0 scale in a program acceptable to the Admissions Committee.
3. Forty-five (45) undergraduate semester hours of liberal arts courses.
4. A minimum of five undergraduate Spanish courses at least four of which must be at the 300-level or above, or demonstration of proficiency in Spanish in a personal interview.
5. A Massachusetts Initial License in Spanish. This requirement will be waived for persons who are not using this degree in order to obtain teacher licensure in the State of Massachusetts.
6. Submission of scores on the GRE General Test or the Miller Analogies Test.
7. A writing sample in Spanish. This should be a documented paper of at least five (5) pages on a literary, cultural, or linguistic topic.

### Degree Requirements

The degree requires a minimum of ten (10) courses which include: three (3) core courses and seven (7) concentration courses. Students may need additional courses, however, to meet the distribution requirements as outlined in the curriculum requirements below. A written or oral examination is required as the student's culminating experience.

#### Education Core Courses (3)

EDUC 991	Philosophy of Education and Teaching Practice
EDUC 998	Language Development and Communication
EDUC 999	Research and Evaluation (recommended after completion of three Content/Concentration courses)

### Spanish Concentration Courses (7)

TESL 936 The Teaching of Second Language Skills

#### **AND**

At least six (6) additional Spanish courses at the 800 and 900 graduate level, approved in writing, by the student's advisor.

Courses are to be selected so that the student's graduate courses fulfill the distribution requirements of:

1. Two courses in Peninsular Spanish literature and culture/ history.
2. Two courses in Spanish American literature and culture/ history.
3. One course in advanced language skills.
4. One course in Romance linguistics.

## Master of Education concentration in Special Education

### Coordinator:

Dr. Katherine Hibbard,  
Education

### Advisors:

Dr. Katherine Hibbard,  
Education

Dr. Rosanne Majoy, Education

Dr. Deborah Nowers, Education

Professor Audrey Seyffert,  
Education

The Master of Education with a concentration in Special Education prepares teachers to obtain an Initial License as a Teacher of Students with Moderate Disabilities at grade levels PreK-8 or 5-12.

## Admission Requirements

1. The applicant must have earned a baccalaureate degree from a regionally accredited college or university.
2. The applicant must possess a Massachusetts teaching license at the Initial level or above OR submit evidence of passing scores on the Massachusetts Tests for Educator Licensure (MTEL) as listed below:

For the PreK-8 License

- Communication and Literacy Skills Test
- General Curriculum test

For the Grades 5-12 License

- Communication and Literacy Skills Test
- General Curriculum Test OR one of the following subject matter tests at the 5-8 or 8-12 level (unless otherwise specified): English, History, Mathematics, Middle School Humanities (5-8), Middle School Mathematics/Science (5-8), Biology, Chemistry, Earth Science, General Science (5-8), Physics, or Political Science/Political Philosophy.

Applicants who do not hold an Initial teaching license and who are undecided about what level of license they wish to pursue or whether or not they will seek licensure should submit the MTEL tests for the PreK-8 licensure level.

3. The applicant must have a minimum undergraduate quality point average of 2.7 on a 4.0 scale.
4. The applicant must submit satisfactory scores on the Graduate Record Examination General Test.

Applicants may also be asked to submit additional materials or they may be invited for a personal interview as part of the admission requirements.

## Degree Requirements

The degree requires successful completion of twelve (12) courses, in addition to a practicum for those seeking an Initial License as a Teacher of Students with Moderate Disabilities. An oral comprehensive examination is required of all students as the culminating experience. A professional portfolio must be completed and presented prior to the oral comprehensive examination as part of the degree program. The exam is taken during the student's final semester of study.

### Education Core Courses (3)

EDUC 991	Philosophy of Education and Teaching Practice
EDUC 998	Language Development and Communication
EDUC 999	Research and Evaluation (recommended after completion of three Content or Concentration courses)

### Concentration Courses (8)

LTRC 907	Literacy Instruction
LTRC 930	Literacy Instruction for Diverse Learners
SPED 937	Connecting Mathematical Concepts and Teaching
SPED 956	Curriculum Development and Modification
SPED 960	Assessment of Learning Problems
SPED 962	Developmental Patterns of Children with Special Needs
SPED 963	Behavior and Classroom Management
SPED 964	Collaborative Educational Planning

### Electives (1)

All students must select an elective from an academic content area. Approved academic content areas include: English, literacy, mathematics, history/social science (including economics, political science/political philosophy, and geography), biology, chemistry, physics, and earth science (including geology, oceanography, astronomy, and meteorology). Students may also take *ENGL 930 Workshop in Children's Literature* to fulfill the elective requirement. Courses in other areas, including English as a Second Language (ESL) and art, may be taken with advisor approval. The elective course must be an 800 level graduate course or higher. Professional development courses carrying graduate credit may not be used to fulfill this requirement.

### Practicum

Students seeking an Initial license as Teacher of Students with Moderate Disabilities at the Grades **PreK-8** level must complete a 300 hour practicum. Seventy-five (75) hours of the practicum must be completed in an inclusive, general education setting in grades PreK-8. The remaining 225 hours may be completed in inclusive, general education settings or in separate or substantially separate settings for students with moderate disabilities in grades PreK-8. Upon approval of their practicum application, students enroll in *SPED 944 Practicum in Special Needs: Grades PreK-8*.

Students seeking an Initial license as Teacher of Students with Moderate Disabilities at the **Grades 5-12** level must complete a 150 hour practicum. Seventy-five (75) hours of the practicum must be completed in an inclusive, general education setting in grades 5-12. The remaining 75 hours may be completed in inclusive, general education settings or in separate or substantially separate settings for students with moderate disabilities in grades 5-12. Upon approval of their practicum

application, students enroll in *SPED 945 Practicum in Special Needs: Grades 5-12*.

Notes: The practicum is not required of students who are not seeking licensure. The practicum may be completed as part of the degree program, or it may be completed after the master's degree has been conferred.

## Guidelines for the Practicum in Special Needs

Students are expected to secure their own placement site which must be approved by the University. The placement site(s) must meet the practicum criteria for the licensure level the student is seeking. Students who need assistance securing a placement site should consult with their advisor and the program coordinator. Students must submit a practicum application at least 3 months before the semester during which they want to take the practicum.

For a **Fall** practicum, apply no later than June 1

For a **Spring** practicum, apply no later than October 15

For a **Summer** practicum, apply no later than March 1

When the practicum application is approved by the Dean and the Program Coordinator, the student may register for the appropriate practicum course.

Students who are employed in a regular education setting as a general education teacher or as a paraprofessional, even if that setting includes students who receive special education services, are not considered to be in the role of the special education teacher; therefore that position may not be used for the practicum experience.

Students may complete some practicum hours in approved public or private day or residential schools for students with moderate disabilities. These settings may not be used for the required hours in inclusive, general education classrooms.

**Note:** Students must have completed all concentration courses prior to the practicum semester or be enrolled in the final concentration course concurrently with the practicum course. Students may not take more than one concentration course during the practicum semester.

Evidence of passing scores on all required MTEL tests must be on file before beginning the practicum. Students who have not passed all required MTEL tests prior to the first day of the semester in which they have registered to take the Practicum will have to withdraw from the Practicum course.

**Master of Education concentration in The Teaching of English as a Second Language**

**Coordinator:**

Dr. Marguerite Mahler,  
Modern Languages

**Advisors:**

Dr. Marguerite Mahler,  
Modern Languages

The Master of Education with a concentration in The Teaching of English as a Second Language (TESL) is designed for teachers interested in fostering academic success for learners whose language is not English. It takes into consideration the needs of the new immersion classroom and provides instructors with the theoretical and practical knowledge to promote effective teaching of English language skills and sheltered content areas. The degree, along with practicum and other requirements leads to an Initial License in English as a Second Language (PreK-6 or 5-12). (See Initial Teacher License Requirements below.)

**Admission Requirements**

1. The applicant must have earned a baccalaureate degree from a regionally accredited college or university.
2. The applicant must have an undergraduate quality point average of at least 2.8 on a 4.0 scale or a quality point average of 3.0 for all coursework completed in the last two years of undergraduate study.
3. The applicant must obtain a satisfactory score on the Miller Analogies Test or Graduate Record Examination General Test.

**Degree Requirements**

The degree requires successful completion of the following ten (10) courses. A written comprehensive examination is required as the student's culminating experience. The exam is taken during the student's final semester of study or shortly thereafter.

**Education Core Courses (3)**

- EDUC 991 Philosophy of Education and Teaching Practice
- EDUC 998 Language Development and Communication
- EDUC 999 Research and Evaluation (recommended after completion of three Content or Concentration courses)

**Concentration Courses (7)**

- TESL 901 Language Structure: Phonetics and Morphology
- TESL 902 Language Structure: Syntax, Semantics, and Pragmatics
- TESL 913 Current Issues in Second Language Acquisition
- TESL 932 Sheltered Instruction in the Content Areas
- TESL 936 The Teaching of Second Language Skills
- TESL 948 Teaching Reading and Writing in the English Immersion Classroom
- TESL 966 Seminar in Applied Linguistics

### Initial Teacher License Requirements

In addition to the above ten (10) courses, students seeking an Initial Teacher License in English as a Second Language need the following:

1. A passing score on the Communication and Literacy Skills Tests of the Massachusetts Test for Educator Licensure (MTEL).
2. A passing score on the ESL Subject Matter Test of the MTEL.
3. Evidence of an intermediate knowledge or study of a language other than English.
4. \*TESL 980 Practicum in the Teaching of English as a Second Language and Seminar: Grades PreK-6.

**OR**

\*TESL 981 Practicum in the Teaching of English as a Second Language and Seminar: Grades 5-12.

The 150-hour practicum requires written permission of the Program Advisor and Dean at least three (3) months prior to registering for the practicum. Students must locate their own practicum site, which must be approved by the University.

\*Teachers who seek to add the ESL license at the grade level for which they already hold a teacher license are not required to complete a 150-hour practicum.

The following programs in Educational Leadership, International Teaching, Special Education, and the Teaching of English as a Second Language are offered through the C. Louis Cedrone International Education Center and are only available to teachers living and working aboard. Courses are provided in an intensive format and require prior readings, pre-course, and post-course assignments. The programs do not have any attachments such as licensure. For further information about these Master of Education concentrations, contact the C. Louis Cedrone International Education Center: email [jfahey@framingham.edu](mailto:jfahey@framingham.edu) or call (508) 626-4964.

### Master of Arts Concentration in Educational Leadership: Non-Licensure Track

(Offered only through the international programs of the C. Louis Cedrone International Education Center)

#### Coordinator:

Ms. MaryEllen Normandin,  
Executive Director,  
International Education  
Programs, Inc.

#### Advisors:

Dr. Peter Dittami,  
Education

Dr. Marguerite Mahler,  
Modern Languages

The Master of Arts with a concentration in Educational Leadership is designed to provide qualified and experienced educators with the knowledge and skills necessary for positions of leadership in school settings. The program emphasizes the role of school leader as collaborator and creator of a supportive and stimulating environment for children and teachers. Courses are provided in an intensive format and require prior readings along with pre-course and post-course assignments that relate academic study to actual field experiences. Students are required to arrange non-credit leadership learning opportunities under the supervision of school administrators or directors.

Courses include field-based experiences designed for the administrator preparation program. Because of state specific Performance Standards, the International Program in Educational Leadership does not lead to licensure. The nature of the site-based experiences varies according to the unique career paths of students in international schools. Description and documentation of the field-based experiences are the responsibility of the student and the cooperating administrator/director from the school. These should be included in the student's portfolio.

### Admission Requirements

1. The applicant must have earned a baccalaureate degree from a regionally accredited college or university. An applicant with a foreign degree must submit official transcripts to an accredited evaluation agency. Names of accredited agencies are available upon request.
2. The applicant must have a minimum undergraduate quality point average of 3.0 on a 4.0 scale.
3. The applicant must have a minimum of three full years of employment as a teacher.

### Degree Requirements

The degree consists of ten (10) courses, which includes three (3) core courses and seven (7) concentration courses. As a culminating experience, each matriculated student in the Educational Leadership Program is required to complete a



portfolio to be turned in at the end of the student's final course and submitted to the C. Louis Cedrone International Education Center at Framingham State University.

### Education Core Courses (3)

EDUC 991	Philosophy of Education and Teaching Practice
EDUC 998	Language Development and Communication
EDUC 999	Research and Evaluation (recommended after completion of three Content or Concentration Courses)

### Concentration Courses (7)

EDLE 927	Advanced Teaching Strategies
EDLE 938	Technological Applications for School Leaders
EDLE 947	A Systems Approach to Educational Finance
EDLE 948	Legal Issues and Concerns in Education
EDLE 970	Curriculum Design, Practice and Assessment
EDLE 986	Collaborative Leadership and Organizational Change
EDLE 987	Supervision and Staff Development

### Information on Portfolio

The portfolio includes an introductory page plus ten typed or written pages (one for each course) and an overall summary composed of the following parts:

1. An introductory page of one or two paragraphs that gives a brief biographical sketch about you as a student and professional educator.
2. For each course, a summary of an assignment, project or a course experience that was especially meaningful to you.
3. A self-reflective statement that discusses how each course contributes to your ability to become a more effective educator and lifelong learner. This part should also discuss how you plan to apply what you have learned from this course.
4. At the conclusion of all course work, the student prepares a summary statement that describes how the overall program has contributed to him or her professionally as an educator and lifelong learner.

The portfolio is reviewed by a faculty committee of the International Education Program to determine if it has met the requirements stated above and receives a Pass/Fail grade. It will be filed in the C. Louis Cedrone International Education Center at Framingham State University. Students should submit the portfolio within thirty days after their final course. The degree will not be granted until the portfolio has been graded and approved.

## Master of Education concentration in International Teaching

(Offered only through the international programs of the C. Louis Cedrone International Education Center)

### Coordinator:

Ms. MaryEllen Normandin,  
Executive Director, International Education Programs, Inc.

### Advisors:

Dr. Peter Dittami, Education

Dr. Marguerite Mahler,  
Modern Languages

The Master of Education with a concentration in International Teaching presents a unique opportunity for educators living and working abroad to advance both academically and professionally while working in overseas assignments. The program is designed to provide a quality education to English-speaking teachers in Central America, South America, Mexico, Europe, and Asia. Courses are provided in a condensed format supported by prior readings, and culminate in a final project.

### Admission Requirements

1. The applicant must have earned a baccalaureate degree from a regionally accredited college or university.
2. The applicant must have a minimum undergraduate quality point average of at least 2.7 on a 4.0 scale.

### Degree Requirements

The degree requires eight (8) core courses and one (1) elective. As a culminating experience, each matriculated student in the International Teaching Program will be required to complete a portfolio to be turned in at the end of the student's final course and submitted to the C. Louis Cedrone International Education Center at Framingham State University.

### Required Courses (8)

EDUC 921	Supervision, Staff Development, and Collaborative Leadership
EDUC 926	Issues and Influences in Education
EDUC 932	Creative Teaching Techniques and Utilization of Multimedia
EDUC 999	Research and Evaluation
EDUC 925	Curriculum: Theory and Practice
LTRC 920	Issues and Strategies in Reading and Literacy Instruction
SPED 924	Special Education in the Regular Classroom
TESL 928	English as a Second Language and Cross-Cultural Awareness

### Elective Course (1)

The elective course is determined by the program coordinator and reflects local interest and needs. Possible electives are listed below (additional choices may be available):

EDLE 927	Advanced Teaching Strategies
EDUC 991	Philosophy of Education and Teaching Practice
EDUC 998	Language Development and Communication
LTRC 926	Teaching the Writing Process
SPED 960	Assessment of Learning Problems
SPED 963	Behavior and Classroom Management

## Information on Portfolio

The portfolio includes an introductory page plus ten typed or written pages (one for each course) and an overall summary composed of the following parts:

1. An introductory page of one or two paragraphs that gives a brief biographical sketch about you as a student and professional educator.
2. For each course, a summary of an assignment, project or a course experience that was especially meaningful to you.
3. A self-reflective statement that discusses how each course contributes to your ability to become a more effective educator and lifelong learner. This part should also discuss how you plan to apply what you have learned from this course.
4. At the conclusion of all course work, the student prepares a summary statement that describes how the overall program has contributed to him or her professionally as an educator and lifelong learner.

The portfolio is reviewed by a faculty committee of the International Education Program to determine if it has met the requirements stated above and receives a Pass/Fail grade. It will be filed in the C. Louis Cedrone International Education Center at Framingham State University. Students should submit the portfolio within thirty days after their final course. The degree will not be granted until the portfolio has been graded and approved.

**Master of Education concentration in Special Education: Non-Licensure Track**

(Offered only through the international programs of the C. Louis Cedrone International Education Center)

**Coordinator:**

Ms. MaryEllen Normandin,  
Executive Director, International Education Programs, Inc.

**Advisors:**

Dr. Peter Dittami, Education

Dr. Marguerite Mahler,  
Modern Languages

The Master of Education with a concentration in Special Education prepares the overseas teacher to teach students with Moderate Disabilities.

**Admission Requirements**

1. The applicant must have earned a baccalaureate degree from an accredited college or university.
2. The applicant must have a minimum undergraduate quality point average of 2.7 on a 4.0 scale.
3. The applicant must submit satisfactory scores on the Graduate Record Examination General Test.

**Degree Requirements**

The degree requires successful completion of twelve (12) courses. An oral comprehensive examination is required of all students as the culminating experience. A professional portfolio must be completed and presented prior to the oral comprehensive examination as part of the degree program. The exam is taken during the student's final semester of study.

**Education Core Courses (3)**

- EDUC 991 Philosophy of Education and Teaching Practice
- EDUC 998 Language Development and Communication
- EDUC 999 Research and Evaluation (recommended after completion of three Content or Concentration Courses)

**Concentration Courses (8)**

- LTRC 907 Literacy Instruction
- LTRC 930 Literacy Instruction for Diverse Learners
- SPED 937 Connecting Mathematical Concepts and Teaching
- SPED 956 Curriculum Development and Modification
- SPED 960 Assessment of Learning Problems
- SPED 962 Developmental Patterns of Children with Special Needs
- SPED 963 Behavior and Classroom Management
- SPED 964 Collaborative Educational Planning

**Electives (1)**

All students must select an elective course from an academic content area.

**Note:** This program is only offered to teachers living and working abroad. It does not have any attachments such as licensure.

**Information on Portfolio**

(See Page 68)

**Master of Education concentration in The Teaching of English as a Second Language: Non-Licensure Track**

**Coordinator:**

Dr. Marguerite Mahler,  
Modern Languages

**Advisor:**

Dr. Marguerite Mahler,  
Modern Languages

The Master of Education with a concentration in the Teaching of English as a Second Language (TESL) is designed for teachers who are currently teaching overseas and who have a strong interest in second language related issues. It provides the theoretical and practical knowledge to be a competent and effective teacher of English as a Second/ Foreign language. Courses are provided in an intensive format and require prior readings, pre-course, and post-course assignments. The program of study culminates in a final portfolio.

**Note:** This program does not lead to the Initial License in ESL. Overseas students seeking licensure as a teacher of ESL follow the regulations of the state from which they seek licensure.

**Admission Requirements**

1. The applicant must have earned a baccalaureate degree from a regionally accredited college or university. Applicants with a foreign degree must submit official transcripts to an accredited evaluation agency. Names of accredited agencies are available upon request.
2. The applicant must have a minimum undergraduate quality point average of at least 2.7 on a 4.0 scale.

**Degree Requirements**

A minimum of ten (10) courses is required for graduation. As a culminating experience, each matriculated student is required to complete a portfolio at the end of the student's final course. Portfolios are to be submitted to the C. Louis Cedrone International Education Center at Framingham State University.

**Education Core Courses (3)**

- EDUC 991 Philosophy of Education and Teaching Practice
- EDUC 998 Language Development and Communication
- EDUC 999 Research and Evaluation (recommended after completion of three Content or Concentration courses)

**Concentration Courses (7)**

- TESL 901 Language Structure: Phonetics and Morphology
- TESL 902 Language Structure: Syntax, Semantics, and Pragmatics
- TESL 913 Current Issues in Second Language Acquisition
- TESL 932 Sheltered Instruction in the Content Areas
- TESL 936 The Teaching of Second Language Skills
- TESL 948 Teaching Reading and Writing in the English Immersion Classroom
- TESL 966 Seminar in Applied Linguistics

## Master of Science in Food and Nutrition Concentration in Coordinated Program in Dietetics

### Coordinator:

Professor Janet Schwartz,  
Consumer Sciences

### Advisor:

Dr. Suzanne Neubauer,  
Consumer Sciences

The Master of Science in Food and Nutrition requires a core of advanced study that integrates nutrition science, biochemistry and research with applied nutrition and dietetics. The concentration in the Coordinated Program in Dietetics (CPD) is designed for:

- those who wish to fulfill both the Didactic Program in Dietetics (DPD) requirements and the supervised practice experience to become a registered dietitian
- those who have a current Commission on Accreditation for Dietetics Education (CADE) Verification Statement indicating completion of DPD requirements and wish to complete the supervised practice experience.

This concentration coordinates academic and supervised practice experiences with graduate work to meet the requirements for registration eligibility and membership in the American Dietetic Association.

## Application Deadline

Students who need to fulfill undergraduate prerequisites and plan to begin their studies in the fall semester must submit a complete application by January 1 to be admitted by February 1 of the preceding academic year in order to register for certain laboratory courses, although availability of seats cannot be guaranteed in advance. Students admitted after February 1 may still begin their studies in the fall if seats are available in required undergraduate prerequisite courses. Other applications are accepted on a rolling-admission basis.

## Admission Requirements

Admission to the program is a competitive process. Individuals possessing a baccalaureate degree in any major from a regionally accredited institution are eligible to apply for admission. Applicants are evaluated based on numerous factors including previous college course work; Graduate Record Examination scores; letters of recommendation; and personal statement. The personal statement describes the applicant's goals and reasons for applying to the graduate program.

1. Applicants must have earned a baccalaureate degree from a regionally accredited college or university and must submit an official transcript from each college or university attended as an undergraduate or graduate student.
  - a. Applicants must have an overall undergraduate quality point average (QPA) of at least 3.0 on a 4.0 scale including acceptable grades in science courses.
  - b. Courses in Human Anatomy and Physiology, Biochemistry, and Biostatistics must have been successfully completed within the last five years. Students may inquire about challenge exams.

- c. Students who wish to fulfill the academic requirements (DPD) for becoming a Registered Dietitian and who have not completed prerequisite courses in their undergraduate curriculum are encouraged to apply. Your advisor will create a plan of study which integrates prerequisite courses and graduate courses once designated prerequisite courses are completed. Students must earn a grade of B- or better in each prerequisite course and an overall average of B.
  - d. Students who do not fulfill the QPA requirement but have a minimum QPA of 2.7 on a 4.0 scale and a satisfactory GRE score will be considered for admission after they complete two prerequisite courses at Framingham State University. These courses must have prior approval and must be completed with a grade of B or better.
2. Applicants must submit official test score reports for the Graduate Record Exam General Test (GRE) which includes verbal and quantitative reasoning and analytical writing.
  3. Applicants must provide two letters of recommendation from professors, supervisors, and/or colleagues, submitted on the Framingham State University Letter of Recommendation form and sent directly to the University by the recommender.
  4. Applicants must submit a typed, 300-word personal statement discussing their motivation for seeking a master's degree in view of prior formal education, current job responsibilities and career plans.
  5. A laptop computer with Internet access and Windows XP or Vista or above is required in some graduate courses. Framingham State University offers a purchase program.

The admissions committee will begin review of applicant materials upon receipt of all required documents. Complete applications include: application form, two current letters of recommendation, GRE test scores, 300-word personal statement, and all official undergraduate transcript(s).

### **ADA Registration Information**

Students seeking eligibility for the American Dietetic Association examination for becoming a Registered Dietitian must complete academic requirements (Didactic Program in Dietetics), and a supervised practice experience in an accredited program. The Coordinated Program in Dietetics concentration fulfills both of these requirements.

## Coordinated Program in Dietetics

This concentration coordinates academic and supervised practice experiences (undergraduate practicum courses) to meet the requirements for registration eligibility and membership in the American Dietetic Association. Students are eligible to take the registration exam upon completion of the program. After acceptance to the MS program, students must apply for admission to the Coordinated Program. Students are accepted on a competitive basis in the spring semester for entrance into the program the following fall, once science and food prerequisite courses have been completed. The program follows a set course sequence for two years; other graduate courses may be integrated during this time. Students accepted to the Coordinated Program must meet program maintenance policies as stated in the Coordinated Program in Dietetics Manual. Students should see the Coordinated Program Director early to discuss their plan of study and to obtain application materials.

## Degree Requirements

The program requires a minimum of fifteen (15) courses: four (4) core courses, four (4) concentration courses, two (2) elective courses, five (5) practicum courses, together with undergraduate prerequisite courses required for students without appropriate academic backgrounds. Students are also required to register for and participate in Nutrition in the School Environment, an online workshop, in the summer preceding the School Nutrition Practicum. Division of Graduate and Continuing Education (DGCE) registration fee applies to the workshop.

Students who provide a current CADE Verification Form indicating completion of the Didactic Program in Dietetics may have some core and/or concentration courses waived. Students are required to select additional graduate elective courses for a total of fifteen (15) to replace any waived courses.

An oral comprehensive examination is required as the student's culminating experience.

## Undergraduate Prerequisite Courses (equivalent to the following Framingham State University courses):

BIOL 101	Biological Concepts
BIOL 272	Human Anatomy and Physiology: Cellular and Organ Systems OR
BIOL 333	Human Physiology (Human Anatomy and Physiology: Cellular and Organ Systems and Human Anatomy and Physiology: Muscular Skeletal required if BIOL 272 not taken at Framingham State University)
BIOL 307	Principles of Microbiology
CHEM 107	Principles of Chemistry
CHEM 108	Principles of Chemistry and Quantitative Analysis
CHEM 207	Organic Chemistry I
CHEM 301	Biochemistry



MATH 208	Biostatistics (not required for students having had an acceptable statistics course within the last five years)
NUTR 002	Orientation to Dietetics (a non-credit 200-hour work experience)
NUTR 205	Nutrition Science and Applications
NUTR 262	Food, Culture, and Society (not required for students having had an equivalent foods course)
NUTR 364	Experimental Study of Food
NUTR 381	Introduction to Nutrition Practice
NUTR 478	Community Nutrition
PSYC 101	General Psychology OR
SOCI 101	Introduction to Sociology OR
ANTH 161	Cultural Anthropology

Courses in Human Anatomy and Physiology and in Biochemistry must have been successfully completed within the last five years. Students may inquire about challenge exams; students have only one opportunity to take and pass the examination.

#### Core Courses (4)

CHEM 903	Nutritional Biochemistry
NUTR 874	Human Nutrition Science
NUTR 911	Research Methods in Nutrition and Education
NUTR 916	Seminar in Food and Nutrition

#### Concentration Courses (4)

NUTR 882	Management of Food and Nutrition Services
NUTR 883	Medical Nutrition Therapy
NUTR 884	Foodservice Systems
NUTR 888	Seminar in Clinical Nutrition

#### Practicum Courses (5)

NUTR 885	Practicum in Foodservice Systems
NUTR 886	Experience in Community Nutrition
NUTR 887	School Nutrition Practicum
NUTR 889	Clinical Experience in Dietetics (2 course credits)

#### Elective Courses (2)

Elective courses will not be offered each semester and may not be offered every year. Elective courses require written approval from the student's advisor.

CHEM 805	Food Analysis
CHEM 808	Food Chemistry
CPSY 911	Orientation to Counseling Practice
NUTR 840	Geriatric Nutrition
NUTR 879	Computer Applications in Nutrition
NUTR 909	Directed Study in Food and Nutrition
NUTR 920	Pediatric Nutrition
NUTR 960	Sports Nutrition
NUTR 973	Designing Nutrition Education Programs and Curricula
NUTR 978	Public Health Nutrition
NUTR 993	Independent Projects in Health and Wellness

## Master of Science in Food and Nutrition Concentration in Food Science and Nutrition Science

### Coordinator:

Dr. Guy Crosby, Chemistry and  
Food Science

### Advisor:

Dr. Guy Crosby, Chemistry and  
Food Science

The Food Science and Nutrition Science concentration of the Master of Science program in Food and Nutrition offers a unique resource geared to advanced and traditional interests of the region's food and nutritional science-based economies. The University has the only Center of Excellence in Food Science and Technology in the Commonwealth. Academic programs that support applied food biotechnologies, food science technology and food engineering, as well as nutritional biochemistry, can be tailored to meet the thesis or non-thesis needs of graduate students.

As a natural extension of the University's century-long commitment to food and nutritional studies, the Master of Science program is dedicated to the vigorous technical support of food biotechnologies, industrial, and medical sectors of the Commonwealth that will shape the 21st century economy of the region.

## Admission Requirements

Individuals possessing a baccalaureate degree from a regionally accredited college or university, which includes basic courses in biology, chemistry, and mathematics are eligible to apply for admission. Students are evaluated primarily on the basis of their undergraduate degree program, scores on the GRE General Examination, recommendations, and professional experience where it applies. Specific courses that students are expected to have as part of their undergraduate education, and prior to their making application, are Biology, General Chemistry I and II, and Organic Chemistry I and II (comparable to Framingham State University courses CHEM 207 and CHEM 208).

An overall undergraduate Quality Point Average of 3.0 on a 4.0 scale in a program acceptable to the admissions committee, including acceptable grades in science and mathematics courses taken as an undergraduate is expected. Also expected are a GRE General Test total score of at least 1200 over the verbal and quantitative portions of the test plus an analytical writing score of at least 4.5 on an established 6.0 point scale.

Students eligible to apply for admission, but not fulfilling the QPA requirement, and who have (1) a minimum QPA of 2.5 on a 4.0 Scale, (2) a minimum GRE General Test total score of 1000 and (3) an analytical writing score of at least 3.5 would be considered for admissions after completing two prerequisite graduate courses at Framingham State University. These courses must be completed with a grade of B or better. A grade of B- is not acceptable.

Students with appropriate undergraduate backgrounds are eligible for formal admission. Students without appropriate undergraduate course work will be required to take or test out of prerequisite courses. Students must earn a grade of B- or better in each prerequisite course, and an overall average of B. Proficiency examinations, when completed, must be passed with equivalent grades if the student is to receive official admission. Students who earn a grade less than B- in any prerequisite

courses will ordinarily be withdrawn from the program.

Applicants whose files become complete during the regular academic year will have their applications reviewed as soon as required documents have been received. Applicants whose files become complete during the summer months have their files reviewed during the summer at the convenience and availability of the admissions committee faculty. Applicants for full-time study should have their files completed by February 1st for fall admission and by September 1st for spring and summer admissions in order to maximize access to prerequisite undergraduate courses.

## Degree Requirements

The program requires a minimum of ten (10) courses: four (4) core courses, five (5) concentration courses, and one (1) approved elective course; plus undergraduate prerequisite courses required for students without an appropriate academic background. Students may take courses in any sequence subject to the following general requirements:

1. Students must complete all the prerequisite courses before registering for core, concentration or elective courses.
2. CHEM 903 Nutritional Biochemistry must be repeated if passed with a grade of lower than B-.

An oral comprehensive examination is required as the student's culminating experience.

## Undergraduate Prerequisite Courses

BIOL 307	Principles of Microbiology
BIOL 272	Human Anatomy and Physiology I
BIOL 273	Human Anatomy and Physiology II (or BIOL 142 Introduction to Human Biology with special permission of program advisor)
CHEM 301	Biochemistry
FDSC 151	Principles of Food Science (not required for students having had an acceptable foods course)
MATH 208	Biostatistics (not required of students having had an acceptable statistics course)
MATH 219	Calculus I

The prerequisite courses in Human Anatomy and Physiology I & II, and Biochemistry, if taken elsewhere, must be equivalent to those offered at Framingham State University. Furthermore, these courses must have been successfully completed within the last five years.

**Core Courses (4)**

CHEM 805	Food Analysis
CHEM 903	Nutritional Biochemistry
NUTR 874	Human Nutrition Science
NUTR 978	Public Health Nutrition

**Concentration Courses (5)**

CHEM 808	Food Chemistry
CHEM 815	Food Engineering and Processing
CHEM 821	Instrumental Analysis (an elective may be substituted with approval of the program advisor)
CHEM 911	Research and Seminar in Food Science/ Nutritional Biochemistry
CHEM 960	Thesis in Food Science/Nutritional Biochemistry OR
CHEM 921	Laboratory Practicum

**Elective Course (1)**

An 800 or 900 graduate level elective course must be approved, in writing, by the student's advisor.

## Master of Science in Food and Nutrition Concentration in Human Nutrition: Education and Media Technologies

### Coordinator:

Professor Janet Schwartz,  
Consumer Sciences

### Advisor:

Dr. Suzanne Neubauer,  
Consumer Sciences

The Master of Science in Food and Nutrition requires a core of advanced study that integrates nutrition science, biochemistry and research with applied nutrition and dietetics. The concentration in Human Nutrition: Education and Media Technologies is designed for:

- the Registered Dietitian
- those who have a current Verification Statement indicating completion of Didactic Program in Dietetics (DPD) requirements
- those who wish to fulfill the academic requirements (DPD) for becoming a Registered Dietitian. (See ADA Registration Information concerning the supervised practice requirement.)

This concentration combines advanced study of nutrition with the development of skills to incorporate computer applications in food and nutrition. Media technologies are utilized to develop educational programs and materials.

### Application Deadline

Students who need to fulfill undergraduate prerequisites and plan to begin their studies in the fall semester must submit a complete application by **January 1** to be admitted by **February 1** of the preceding academic year in order to register for certain laboratory courses, although availability of seats cannot be guaranteed in advance. Students admitted after February 1 may still begin their studies in the fall if seats are available in required undergraduate prerequisite courses. Other applications are accepted on a rolling admission basis.

### Admission Requirements

Admission to the program is a competitive process. Individuals possessing a baccalaureate degree from a regionally accredited institution are eligible to apply for admission. Applicants are evaluated based on numerous factors including previous college course work; Graduate Record Examination scores; letters of recommendation; and personal statement. The personal statement describes the applicant's goals and reasons for applying to the graduate program.

1. Applicants must have earned a baccalaureate degree from a regionally accredited college or university.
  - a. Applicants are required to possess an overall undergraduate quality point average (QPA) of at least 3.0 on a 4.0 scale including acceptable grades in science courses.
  - b. Courses in Human Anatomy and Physiology, Biochemistry, and Biostatistics must have been successfully completed within the last five years. Students may inquire about challenge exams.
  - c. Students who wish to fulfill the academic requirements (DPD) for becoming a Registered Dietitian and who have not completed prerequisite courses in their undergraduate curriculum are encouraged to apply. Your advisor will create a plan of study which integrates

- prerequisite courses and graduate courses once designated prerequisite courses are completed. Students must earn a grade of B- or better in each prerequisite course and an overall average of B.
- d. Students who do not fulfill the QPA requirement, but have a minimum QPA of 2.7 on a 4.0 scale and a satisfactory GRE score will be considered for admission after they complete two prerequisite courses at Framingham State University. These courses must have prior approval and must be completed with a grade of B or better.
2. Applicants must submit official test score reports from the Graduate Record Exam General Test (GRE) which includes verbal and quantitative reasoning and analytical writing.
  3. Applicants must provide two letters of recommendation from professors, supervisors, and/or colleagues, submitted on the Framingham State University Letter of Recommendation form and sent directly to the University by the recommender.
  4. Applicants must submit a typed, 300-word personal statement discussing their motivation for seeking a master's degree in view of prior formal education, current job responsibilities and career plans.
  5. A laptop computer with Internet access and Windows XP or Vista or above is required in some graduate courses. Framingham State University offers a purchase program. The admissions committee will begin review of applicant materials upon receipt of all required documents. Complete applications include: application form, two current letters of recommendation, GRE test scores, 300-word personal statement, and all official undergraduate transcript(s).

### Degree Requirements

The program requires a minimum of ten (10) courses: four (4) core courses and six (6) concentration and elective courses, together with undergraduate prerequisite courses required for students without appropriate academic backgrounds. A minimum of ten (10) courses is required for graduation. An oral comprehensive examination is required as the student's culminating experience.

### Undergraduate Prerequisite Courses

**MATH 208**      Biostatistics (not required for students having had an acceptable statistics course within the last five years)

Courses in Human Anatomy and Physiology and in Biochemistry, must have been successfully completed within the last five years. Students may inquire about challenge exams; students have only one opportunity to take and pass the examination.

Registered Dietitians or students with a Verification Statement have no other prerequisite. Those who wish to fulfill the academic requirements (DPD) for becoming a Registered Dietitian should consult the undergraduate prerequisite courses listed under the Coordinated Program in Dietetics concentration.

### Core Courses (4)

CHEM 903	Nutritional Biochemistry
NUTR 874	Human Nutrition Science *
NUTR 911	Research Methods in Nutrition and Education
NUTR 916	Seminar in Food and Nutrition

### Concentration Courses (3)

NUTR 879	Computer Applications in Nutrition
NUTR 973	Designing Nutrition Education Programs and Curricula
NUTR 993	Independent Projects in Health and Wellness

### Electives (3)

Elective courses will not be offered each semester and may not be offered every year. Elective courses require written approval from the student's advisor. Choose one nutrition elective: NUTR 883 \*, NUTR 920, NUTR 940, NUTR 960, NUTR 978 or NUTR 989, and two additional electives below:

CHEM 805	Food Analysis
CHEM 808	Food Chemistry
CPSY 911	Orientation to Counseling Practice
NUTR 840	Geriatric Nutrition
NUTR 882	Management of Food and Nutrition Services *
NUTR 883	Medical Nutrition Therapy *
NUTR 884	Foodservice Systems *
NUTR 909	Directed Study in Food and Nutrition
NUTR 920	Pediatric Nutrition
NUTR 960	Sports Nutrition
NUTR 978	Public Health Nutrition
NUTR 989	Topics in Clinical Nutrition

**\*Denotes course required to meet the Didactic Program in Dietetics**

### ADA Registration Information

Students seeking eligibility for the American Dietetic Association examination for becoming a Registered Dietitian must complete academic requirements (Didactic Program in Dietetics (DPD)), and a supervised practice experience in an accredited program. The Coordinated Program in Dietetics concentration fulfills both of these requirements.

## Master of Science in Nursing Concentrations in Education and Leadership

### Coordinator:

Dr. Cynthia Bechtel, Nursing

### Advisor:

Dr. Cynthia Bechtel, Nursing

The Master of Science in Nursing, accredited by the Commission on Collegiate Nursing Education (CCNE), is designed for graduates with a Bachelor of Science in nursing who wish to expand their careers into education or leadership. Two concentrations are offered: Nursing Education and Nursing Leadership. All courses are offered in hybrid format, combining online with traditional on campus classroom experiences. The program prepares nurses with a strong theoretical foundation in research, nursing and related theories, healthcare policy, ethics, cultural competency, and informatics/technology as well as practice expertise as a nurse educator or nurse leader.

## Admission Requirements

**Note:** Applications are accepted only for enrollment in the fall semester of even years.

1. Applicants must have a current unrestricted Massachusetts RN license.
2. Applicants must have earned a baccalaureate of science in nursing (BSN) degree from a regionally accredited college or university which is nationally accredited by the National League for Nursing (NLNAC) and/or the Commission on Collegiate Nursing Education (CCNE), and must submit an official transcript from each college or university attended as an undergraduate or graduate student.
3. Applicants are required to possess an overall undergraduate quality point average (QPA) of at least 3.0 on a 4.0 scale, and a minimum of a 3.25 QPA in undergraduate nursing courses.
4. Applicants who do not meet the above criteria for undergraduate QPA may be asked to take the Miller Analogies Test.
5. Applicants must have completed an undergraduate, introductory course in statistics with a minimum grade of C (2.0 on a 4.0 scale).
6. Applicants must have a personal interview with the Nursing Chairperson or Graduate Program Coordinator.
7. Applicants must provide two letters of recommendation from professors, supervisors, and/or colleagues, submitted on the Framingham State University Letter of Recommendation form and sent directly to the University by the recommender.
8. Applicants must submit a typed, 300-word personal statement discussing their motivation for seeking a master's degree in view of prior formal education, current job



responsibilities and career plans.

### **Courses before Admission and Transfer Credit**

Students may take up to the three (3) Graduate Certificate Program in Nursing Education courses before being formally admitted into the program. All three of the certificate courses will be applied towards the MSN in the nursing education concentration with a minimum grade of B (3.0 on a 4.0 scale). Other coursework will not generally be accepted for transfer credit.

### **Degree Requirements**

The Framingham Master of Science in Nursing program consists of nine (9) courses or 36 credits. Students take a Common Core of five (5) courses, and then select a four-course concentration in either Nursing Education or Nursing Leadership. A thesis, an evidence-based research project/paper, will be completed as part of the requirements for the Common Core courses.

#### **Common Core (5)**

NURC 905	Health and Education Resources and Policies
NURC 915	Advanced Technology and Nursing Informatics
NURC 925	Ethical, Social and Cultural Competencies
NURC 971	Nursing Theory and Research I
NURC 972	Nursing Theory and Research II

#### **Nursing Education Concentration (4)**

NURE 941	Curriculum Design and Evaluation
NURE 951	Course Development and Implementation
NURE 981	Advanced Teaching Methods
NURE 991	Application of Technology to Education

#### **Nursing Leadership Concentration (4)**

NURL 943	Strategic Planning for Nursing's Future
NURL 953	Role in Health Care Systems
NURL 983	Practicum in Organizational Management Skills
NURL 993	Internship in Independent Leadership Skills

# Graduate Certificate Programs

## Admission Requirements

Applicants applying for most graduate certificate programs at Framingham State University must have earned an undergraduate degree from a regionally accredited college or university, with a minimum undergraduate quality point average (QPA) of 2.7.

Students not meeting this requirement may be reconsidered for admission after completing one (1) prescribed course in the certificate program. Other admission standards may apply depending on the certificate program.

## Transfer Credit

Students may transfer one (1) graduate course into their certificate program with written approval from the program's advisor.

## Time Limits

Students are given up to four (4) calendar years to complete the certificate program. Students who cease taking courses for one full calendar year will be considered inactive. Upon returning to active status, they would be readmitted under the curriculum then in place.

## Academic Dismissal

Students who are enrolled in a graduate certificate program and receive one grade below B- will be subject to immediate dismissal. Upon notification, the student will have one semester to make a formal written appeal of the dismissal to the Graduate Education Council.

## Completion Requirements

Students must have a minimum B- average or above in the program in order to earn the certificate. Additional requirements may apply depending on the certificate program.

## Graduate Certificate in Human Resource Management

The Graduate Certificate in Human Resource Management is available through the Department of Economics and Business Administration. The certificate is designed for persons who are currently working in the field of human resource management or who aspire to work in this field.

### Admission Requirements

The applicant must have earned a baccalaureate degree from a regionally accredited college or university.

### Curriculum Requirements

The following five (5) courses are required:

BUIS 909	Information Technology in Business
MGMT 950	Labor Management Relations
MGMT 951	Human Resource Management
MGMT 955	Compensation and Performance Management
MGMT 963	Employee Benefits

For further information about the Graduate Certificate in Human Resource Management, please contact the Division of Graduate and Continuing Education at (508) 626-4550.

## Graduate Certificate in Instructional Technology Proficiency Online

The Graduate Certificate in Instructional Technology Proficiency is a part of the Curriculum and Instructional Technology Program under the Massachusetts Department of Elementary and Secondary Education. The focus of the certificate is on the integration of current and emerging technology tools into classroom instruction. It is designed for school personnel who want to further their knowledge and skills in the use of technology in teaching elementary, middle, and high school students. The certificate is also appropriate for classroom supervisors who are responsible for evaluating technology integration but who have not had the benefit of formal technology courses.

All courses leading to this certificate are offered online.

### Admission Requirements

Individuals holding a teacher license or who work in an educational setting are eligible to apply for admission. The applicant must have earned a baccalaureate degree from a regionally accredited college or university.

### Curriculum Requirements (4)

INST 941	Internet for Educators
INST 943	Impact of Technology on Education
INST 954	Technology Infrastructure Management
INST 959	Systemic Change: Curriculum, Instructional Technology, and Professional Development

For further information about the Graduate Certificate in Instructional Technology Proficiency, please contact the Division of Graduate and Continuing Education at (508) 626-4550.

## Graduate Certificate in Merchandising

The Graduate Certificate in Merchandising is offered through the Department of Consumer Sciences: Fashion Design and Retailing Program. The certificate provides specialization for retail managers, merchandisers, fashion designers, educators, and those interested in the industry who already have an undergraduate degree.

The certificate is intended for individuals who are:

- Employed in the field and need to enhance their theory knowledge and practical skills in specific areas relevant to their present position or future responsibilities.
- Interested in studying merchandising but cannot commit to a long-term program of study or a master's degree program.

### Admission requirements

Applicants must have a bachelor's degree from an accredited university or college. Interested individuals with backgrounds in a range of disciplines, including apparel design and fashion merchandising are welcome to apply.

### Foundation Course

FASH 646 Fashion Merchandising: Process and Practice\*

### Curriculum Requirements

FASH 916 Fashion and Retail Theory  
 FASH 936 Retailing and Consumerism  
 FASH 927 Research Methods in Merchandising  
 FASH 947 Global Market: Dynamics of Retailing

### Sequencing

The Graduate Certificate in Merchandising requires courses to be taken in a particular sequence. Students may enter the program during summer and fall semesters only. Courses offered in the spring semester have a prerequisite course offered in the fall.

#### Summer

FASH 646 Fashion Merchandising: Process and Practice\*  
 FASH 980 Retail Strategies and Merchandise Management

#### Fall

FASH 916 Fashion and Retail Theory  
 FASH 927 Research Methods in Merchandising

#### Spring

FASH 936 Retailing and Consumerism  
 FASH 947 Global Markets: Dynamics of Retailing

#### Summer

FASH 980 Retail Strategies and Merchandise Management (capstone course)

\* This course may be waived based on previous industry/collegiate experience. See course description for more information.

## Graduate Certificate in Nursing Education

The Graduate Certificate in Nursing Education is a three course program designed to prepare nurse educators for academic and practice settings. All courses are offered in a hybrid format, combining online with traditional on campus classroom experiences. Nurses with a Master's degree in Nursing (or related Master's degree) or nurses planning to complete a Master's degree in Nursing will acquire the knowledge and skills of a beginning nurse educator.

### Admission Requirements

**Note:** Applications are accepted only for enrollment for the fall semester of odd years.

1. Applicants must have earned a baccalaureate degree in Nursing (BSN) from an accredited nursing program and must submit an official transcript from each college or university attended as an undergraduate or graduate student.
2. Applicants must have a cumulative undergraduate quality grade point average of at least 3.0 on a 4.0 scale in a BSN program, including a quality grade point average of at least 3.25 in nursing courses. An applicant who does not meet these criteria may be asked to take the Miller Analogies Test and have an official score submitted.
3. Applicants must have completed an undergraduate, introductory course in statistics with a grade of C or better.

### Special Requirements

Applicants must have a current unrestricted Massachusetts RN license.

### Curriculum Requirements

The following three (3) courses are required:

- |          |   |
|----------|---|
| NURE 941 | Curriculum Design and Evaluation (currently offered online only; co-requisite with NURE 951)      |
| NURE 951 | Course Development and Implementation (currently offered online only; co-requisite with NURE 941) |
| NURE 981 | Advanced Teaching Methods   |

### Enrollment Plan

NURE 941 and NURE 951 are to be taken concurrently in the fall semester.

NURE 981 must be taken in the spring semester.

### Bridge to Master of Science in Nursing Program

All three of the Graduate Certificate Program in Nursing Education courses may be applied toward the Framingham State University Master of Science in Nursing program, nursing education concentration, with a minimum grade of B in each course (3.0 on a 4.0 scale).

For further information about the Graduate Certificate in Nursing Education, please contact Dr. Susan Conrad, Professor and Chair, Nursing Department, or visit [www.framingham.edu/nurseeducator](http://www.framingham.edu/nurseeducator).

**Graduate  
Certificate in  
Nutrition  
Education**  

---

**Online**

The Online Graduate Certificate in Nutrition Education is designed for both nutrition professionals and teachers, to gain additional expertise in nutrition. All courses leading to the certificate are offered online.

### **Track for Nutrition Professionals**

#### **Admission Requirements**

A baccalaureate degree from a regionally accredited college or university with an undergraduate major in Nutrition or related area.

#### **Curriculum Requirements (5)**

The following five (5) courses are required:

NUTR 960	Sports Nutrition*
NUTR 970	Computers in Nutrition Education
NUTR 973	Designing Nutrition Education Programs and Curricula
NUTR 978	Public Health Nutrition
NUTR 993	Independent Projects in Health and Wellness

\*Students may elect to substitute another graduate course for NUTR 960 Sports Nutrition that meets their individual career interests. This course may not have been part of another degree or certificate program, must have been completed within five years, and be submitted for approval to the Program Coordinator after admission to the Certificate Program.

All five courses completed with a grade of B- or better may be applied towards the Master of Science in Food and Nutrition: Human Nutrition with a concentration in Education and Media Technologies program.

### **Track for Teachers and Health Educators**

#### **Admission Requirements**

A baccalaureate degree from a regionally accredited college or university with an undergraduate major in Health, Consumer Sciences, Physical Education or related area.

#### **Curriculum Requirements (6)**

The following six (6) courses are required:

NUTR 910	Nutrition Science in the Classroom
NUTR 914	Contemporary Nutrition Issues for Schools
NUTR 960	Sports Nutrition or NUTR 978 Public Health Nutrition
NUTR 970	Computers in Nutrition Education
NUTR 973	Designing Nutrition Education Programs and Curricula
NUTR 993	Independent Projects in Health and Wellness

For further information about the Graduate Online Nutrition Education Certificate, please contact Professor Janet Schwartz, Consumer Sciences Department, [jschwartz@framingham.edu](mailto:jschwartz@framingham.edu).

## Graduate Certificate in Special Needs

(Offered only through the international programs of the C. Louis Cedrone International Education Center)

The Graduate Certificate in Special Needs is designed for overseas teachers in inclusive general education classes in elementary, middle and secondary settings. Other individuals who may benefit from participation in this certificate program are administrators and interested parents.

### Admission Requirements

Applicants applying for a graduate certificate must have earned an undergraduate degree from a regionally accredited college or university with a minimum undergraduate quality point average (QPA) of 2.7. Students not meeting this requirement may be reconsidered for admission after completing one (1) prescribed course in the certificate program.

### Transfer Credit

No transfer credit is allowed in this certificate program.

### Curriculum Requirements

The following four (4) courses are required for the Certificate in Special Needs:

SPED 908	Fundamentals of Teaching Diverse Learners
SPED 956	Curriculum Development and Modification
SPED 962	Developmental Patterns of Children with Special Needs
SPED 963	Behavior and Classroom Management

### Completion Requirement

Students must have a minimum B- average or above in the certificate program in order to graduate.

For further information about the Graduate Certificate in Special Needs, please contact Joyce Fahey, Associate Director of the C. Louis Cedrone International Education Center, [jfahey@framingham.edu](mailto:jfahey@framingham.edu).

**Graduate  
Certificate in  
STEM Education**

The Graduate Certificate in Science, Technology, Engineering and Mathematics (STEM) Education is designed to broaden the knowledge and deepen the understanding of content for middle and high school science, technology/engineering and mathematics teachers. The certificate is only available through participation in the Leadership Initiatives for Teachers and Technology (LIFT<sup>2</sup>) program, which is sponsored by the Metro South/West Regional Employment Board, area STEM businesses and Framingham State University. Coursework is interwoven with externships in technology, life-science and engineering companies to enhance teacher knowledge and instructional practice.

**Admission Requirements**

The applicant must have earned a baccalaureate degree from a regionally accredited college or university, be employed as a teacher, and be participating in the LIFT<sup>2</sup> program.

**Curriculum Requirements**

The following three (3) courses are required:

EDUC 914	Advanced Instructional Theory and Practice, Mathematics and Science
INST 943	Impact of Technology in Education
EDLE 970	Curriculum Design, Practice and Assessment

The engineering component of the Graduate Certificate in STEM Education is addressed through the externship experience and a series of research-based resources that are used within the coursework.

For further information about the Graduate Certificate in STEM Education please contact Nancy Proulx at [nproulx@framingham.edu](mailto:nproulx@framingham.edu).



## Graduate Certificate in Sustainable Development and Policy (SDP)

The Graduate Certificate in Sustainable Development and Policy (SDP) is designed to provide students with information pertaining to:

- an understanding of environmental ecosystems and how they work to support life and long-term sustainability;
- how the tenants of sustainability can be applied to frame environmental policies for town planning departments and municipalities;
- methods of developing sustainable technologies and distributed energy systems;
- design of sustainable urban systems, ranging from transportation to electric power distribution to waste disposal systems.

The major learning outcomes of the program will be knowledge of:

- environmental and earth resources (such as water, soil, oxygen), and their judicious use for our present and future sustainable well-being;
- geographical and scientific, economic and political considerations for framing sustainable policy-making;
- methods of utilizing (i) renewable resources (such as wind and geothermal), (ii) bio fuels, (iii) non-centralized power generation and local distribution, to meet our energy needs;
- designing sustainable infrastructural systems for communities and cities.

This program is relevant to all the work-force, functional, business and administrative components of a community: schools, conservation commissions, municipalities, industries dealing with biophysical resources and waste disposals, town planning departments, and law firms engaged in infrastructural policy-making.

### Admission Requirements:

The applicant must have earned a Baccalaureate degree from a regionally accredited college or university in any field. Students are expected to have completed an undergraduate level physics and chemistry course as prerequisites.

### Degree Requirements:

The following four (4) courses are required:

GEOG 907	Environmental Sustainability
GEOG 927	Sustainable Environmental Policy
GEOG 937	Sustainable Energy Management: Production and Conservation
GEOG 947	Design of Sustainable Communities



# Course Descriptions

NOTE: The key below is provided to assist you in finding the course(s) you are looking for. Each course now has a four letter prefix indicating its subject matter. This prefix replaces the previous two digit department subject code. Courses are organized by department or program, which are listed in alphabetical order. The course numbers that follow the prefixes have not changed.

Example: The new code for the course, American Civil War Era, is HIST 808. The previous code was 32.808.

Department/ Program	Previous Subject Code	New Subject Code	Subject
<b>Art</b>	11	ARTH	Art History
		ARTS	Art Studio
<b>Biology</b>	23	BIOL	Biology
<b>Chemistry and Food Science</b>	33	CHEM	Chemistry
<b>Consumer Sciences</b>	34	CONS	Consumer Sciences
		FASH	Fashion Design and Retailing
		NUTR	Food and Nutrition
<b>Counseling Psychology</b>	42	CPSY	Counseling Psychology
<b>Earth Science</b>	73	EASC	Earth Science
		GEOL	Geology
<b>Economics and Business Administration</b>	12	ACCT	Accounting
		BUIS	Business Information Systems
		ECON	Economics
		FINA	Finance
		MGMT	Management
		MRKT	Marketing
		QUAN	Quantitative Analysis
<b>Education</b>	14	ECED	Early Childhood Education
		EDUC	Education
		EDLE	Educational Leadership
		ELED	Elementary Education
		INST	Instructional Technology
		LTRC	Literacy and Language
		PBTL	Post Baccalaureate Teacher Licensure
		SPED	Special Education
		TESL	Teaching English as a Second Language
<b>English</b>	21	ENGL	English
<b>Geography</b>	22	GEOG	Geography
<b>Health Care Administration</b>	24	HCAD	Health Care Administration
<b>History</b>	32	HIST	History
<b>Interdisciplinary</b>	84	INTD	Interdisciplinary
<b>Mathematics</b>	43	MATH	Mathematics
<b>Modern Languages</b>	61	MLSP	Spanish
		TESL	Teaching English as a Second Language
<b>Nursing</b>	54	NURC	Nursing Core
		NURE	Nursing Education
		NURL	Nursing Leadership
<b>Public Administration</b>	62	PADM	Public Administration

Subject Code	Course Number	Course Description
<b>Art Courses</b>		
ARTH	850	<p><b>Study Tour: Art and Architecture</b></p> <p>A studio art or art history course taught through an extensive field trip or series of field trips, in addition to more traditional methods of teaching. Students gain direct experience of art and architecture in its historic, social, and geographic contexts. The topics/locations may vary from year to year and are announced in the course schedule bulletin. This course, in a different topic/location, may be repeated for credit.</p>
ARTH	873	<p><b>Twentieth-Century Art</b></p> <p>A survey of major artists and art movements from Post-Impressionism through Post-Modernism (1880's - 1980's). Issues and events of the twentieth century, such as rapidly expanding technology, world wars, utopian and civil rights movements, feminism, and multiculturalism are explored in relationship to avant-garde art movements.</p>
ARTH	876	<p><b>Art of the Baroque Period</b></p> <p>A survey of the arts of the 17th and early 18th centuries, which explore the achievements of Bernini, Caravaggio, Rubens, Rembrandt, Vermeer, and Velazquez as well as other gifted but lesser-known figures. The course relates the artistic contributions of the period to developments in political, religious, and intellectual history and considers the ways that images were produced, collected, and displayed.</p>
ARTH	878	<p><b>American Art</b></p> <p>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 change. Note: Credit will not be given for both this course and ARTH 378 American Art.</p>
ARTH	880	<p><b>From Romanticism Through Impressionism</b></p> <p>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 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.</p>
ARTH	882	<p><b>Latin American Art</b></p> <p>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. The first half of the course surveys the art of Pre-Hispanic cultures; the second half studies how the art of Colonial and Modern Latin America has engaged with its indigenous heritage. Scholarly readings, essay assignments, and a research project explore the methodologies and concerns of art history and art criticism. Note: Students cannot receive credit for both ARTH 882 Latin American Art and ARTH 389 Special Topics in Art History: Latin American Art</p>

ARTH	883	<p><b>Contemporary Art History</b> A study of artistic developments, primarily in Europe and the United States, in the contemporary era (1945 to the present). Consideration is given to the diversity of artistic expressions in this period within their cultural, theoretical, and political contexts. Particular attention is given to the impact on art of such late 20th-century cultural phenomena as feminism, identity politics, multiculturalism, environmental awareness, the AIDS epidemic, and the explosion of the media and technology, and to the ways in which these phenomena have helped to spawn new artistic media, e.g. earth art, installation, video, performance, and Web-based art. <b>Prerequisite:</b> ARTH 873 Modern Art History or permission of instructor</p>
ARTH	884	<p><b>The Art of Asia</b> A contextual study of the arts of India, Japan, and Southeast Asia, spanning the ancient to the post-modern worlds. The course explores major movements and schools of art such as Buddhist sculpture, Chinese landscape painting, and Japanese prints. Readings and discussions focus on the 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.</p>
ARTH	885	<p><b>Seminar: Problems in Contemporary Art</b> An intensive investigation into aspects and topics of twentieth-century art. The course is intended to give the students the opportunity for scholarly research and presentation of seminar papers. <b>Prerequisites:</b> ARTH 272 History of Art II and ARTH 873 Twentieth-Century Art or permission of the instructor.</p>
ARTH	889	<p><b>Special Topics in Art History</b> A study of a special period or topic in art history. Specific topics are announced in the course schedule bulletin. The course explores the art in terms of its formal elements, iconography, and social context through extensive readings, lectures, writing and discussion. Students write a research paper. This course, in a different topic, may be repeated for credit.</p>
ARTH	990	<p><b>Directed Study in Art History</b> Course description varies with experience. Advisor approval required.</p>
ARTS	801	<p><b>Color Theory</b> A study of color focusing on major color theories including those of Itten, Muncell, and Albers. Students examine the physical properties and psychological aspects of color in artistic expression. Lectures, discussions, presentations, and studio projects explore color contrasts and relationships. Media used are collage and water-based paints. Note: Credit will not be given for both this course and ARTS 301 Color Theory.</p>
ARTS	812	<p><b>Advanced Figure Drawing Studio — (formerly ARTS 812 Drawing II)</b> An intensive study of the human figure and anatomy for artists. The course combines traditional life drawing from observation with exercises and assignments that emphasize the expressive interpretation of the human figure.</p>
ARTS	815	<p><b>Comix and Graphic Novels</b> 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. <b>Prerequisite:</b> ARTS 211 Drawing I.</p>
ARTS	822	<p><b>Painting II</b> A further exploration of painting principles and techniques covered in Painting I. Students are directed toward developing their own styles and expressive objectives. The philosophies of past contemporary painters are explored. Critiques, slide presentations, and field trips are included. In addition to oils, students may choose to work in acrylics. <b>Prerequisite:</b> ARTS 221 Painting I.</p>

---

ARTS	828	<b>Intaglio</b> A study of intaglio printmaking techniques including drypoint, engraving, mezzotint, etching, aquatint, sugarlift, open bite, spit bite, and single and multiplate color printing. Students explore the creative possibilities of these techniques and develop a portfolio of color and black and white intaglio prints.
ARTS	830	<b>Digital Art</b> Designed for art and non-art students who are interested in designing artwork on the computer. Students learn two main programs, Painter and Photoshop, using the Mac computer for painting, drawing, watercolor and image collage on paper. Students are also exposed to mixed media and simple computer animation (formerly Computer Applications for Artists). <b>Prerequisite:</b> One undergraduate drawing course.
ARTS	841	<b>Ceramics</b> An introduction to basic techniques in both hand building and wheel-working. Students begin to explore ways to make their work more personal by combining technical skills with form and concept. Emphasis is placed upon the student's ability to conceive three-dimensional forms and execute them skillfully in space. Various methods of glazing and firing are addressed as they relate to student work on specific projects.
ARTS	844	<b>Wheel working</b> An intensive introduction to working on the potter's wheel. Students learn the basic techniques of centering, opening and raising the walls of pots. Once familiar with these techniques, students learn how to create such functional objects as plates, bowls, mugs, teapots, and other lidded vessels. The wheel is also considered as a tool for making more sculptural works. While being exposed to a full range of historical and contemporary pottery, students develop a professional sense of material, form and design along with methods of glazing and firing. <b>Prerequisite:</b> One course in ceramics, sculpture, or three-dimensional design.
ARTS	850	<b>Study Tour: Art and Architecture</b> A studio art or art history course taught through an extensive field trip or series of field trips, in addition to more traditional methods of teaching. Students gain direct experience of art and architecture in its historic, social, and geographic contexts. The topics/locations may vary from year to year and are announced in the course schedule bulletin. This course, in a different topic/location, may be repeated for credit.
ARTS	851	<b>Watercolor</b> A basic course in the history, techniques and applications of the watercolor medium. Both traditional and contemporary methods are explored in depth. Equal emphasis is given to the problem of color drawing, composition, and painting concepts. Class work involves still life, the human figure, indoor and outdoor environments, and painting from imagination. Slide presentations also are an integral part of the course. Course aim is to give the student artist the technical skill and the aesthetic understanding of this important medium. <b>Prerequisite:</b> Some knowledge of drawing and/or painting principles would be helpful.
ARTS	856	<b>Illustration</b> 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. <b>Prerequisite:</b> Permission of instructor.

---

ARTS	860	<p><b>Lithography</b></p> <p>A study of stone and plate lithography techniques including pencil, crayon, lithography tusche. Xerox transfers, gum stop-outs and two-color and three-color printing. Students explore the creative possibilities of the medium by developing a portfolio of color and black and white lithographs. Emphasis is on the study of line, tone, shade texture, and color. Proper etching procedures and printing methods are developed throughout the course.</p>
ARTS	862	<p><b>Printmaking</b></p> <p>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.</p>
ARTS	863	<p><b>Woodcut</b></p> <p>A study of woodblock relief printing techniques including black and white, reduction, multi-block, jigsaw, monotype/monoprint, and mixed media manipulations. Students explore the creative possibilities of medium by developing a portfolio of color and black and white woodcuts. <b>Prerequisite:</b> ARTS 211 Drawing I.</p>
ARTS	865	<p><b>Special Topics in Studio Art</b></p> <p>This course will expose students to a broad range of artistic sensibilities. Five to six professional artists, representing a wide range of sensibilities, will engage students in a series of workshops. Each workshop will reflect the unique conceptual and creative processes of the artists. Following the workshops, students will be challenged to solve problems posed by the individual artists. This course is for advanced art majors. <b>Prerequisites:</b> Four studio art classes and two art history courses.</p>
ARTS	879	<p><b>Topics in Advanced Printmaking</b></p> <p>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.</p>
ARTS	920	<p><b>Advanced Drawing Studio</b></p> <p>An advanced drawing workshop in which students are encouraged to develop themes and explore stylistic possibilities. Students work with still life, the figure and abstraction in pursuing a more individualistic connection with drawing. A variety of media and methods are utilized. <b>Prerequisite:</b> ARTS 812 Drawing II <b>or</b> permission of the instructor.</p>
ARTS	930	<p><b>Advanced Painting Studio</b></p> <p>An advanced painting workshop in which students are encouraged to develop themes and explore stylistic possibilities. Students address technical and conceptual issues in painting through work with still life, figure, and abstract images. Throughout the course students are expected to pursue an individualistic connection with painting. <b>Prerequisites:</b> ARTS 812 Drawing II and ARTS 822 Painting II <b>or</b> permission of the instructor.</p>
ARTS	990	<p><b>Directed Study in Art</b></p> <p>Course description varies with experience. Advisor approval required.</p>

ARTS	995	<p><b>Graduate Seminar in Art Education</b></p> <p>An advanced studio seminar for students in the Master of Education–Art concentration program. As artists and teachers, students in this course continue to develop the body of work begun in the three studio art courses taken for this program. Seminar meetings incorporate traditional critiques and non-traditional approaches to examining works of art. Students are responsible for several short papers including an artist’s statement, a narrative of the student’s progress toward studio goals, and a reflective paper on the relationship between the student’s studio experiences and his/her teaching practice. In addition, students prepare a final oral presentation on a curriculum initiative developed out of the seminar experiences.</p> <p><b>Prerequisites:</b> Matriculation in the M.Ed. with a concentration in Art program; EDUC 991 Philosophy of Education and Teaching Practice and the three required studio art courses in the M.Ed. Art program.</p>
------	-----	---

### Biology Courses

BIOL	801	<p><b>Genetics</b></p> <p>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. <b>Prerequisites:</b> Introductory courses in biology and chemistry or permission of advisor.</p>
BIOL	802	<p><b>Processes of Organic Evolution</b></p> <p>A study of the historical development of evolutionary thought in the pre-and post-Darwinian periods; the interplay among mutations, recombination, gene flow, natural selection and genetic drift in determining the direction of evolutionary change; isolating mechanisms and the origins of species; the role of polyploidy in plant evolution; the significance of hybridization in evolution and speciation; evidence of evolution from various disciplines. No laboratory. <b>Prerequisite:</b> An introductory course in genetics or permission of the advisor.</p>
BIOL	810	<p><b>Cell Biology</b></p> <p>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. <b>Prerequisites:</b> Introductory courses in biology and chemistry or permission of advisor.</p>
BIOL	815	<p><b>Cetacean Biology and Conservation</b></p> <p>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. This course is offered through the Marine Studies Consortium, and is taught at an off-campus location. Additional course fees apply. <b>Prerequisites:</b> One year of general biology and two upper level biology courses.</p>



BIOL	816	<p><b>Wetlands: Hydrology, Ecology, Restoration</b></p> <p>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. This course is offered through the Marine Studies Consortium, and is taught at an off-campus location. Additional course fees apply. <b>Prerequisites:</b> One year of introductory science (e.g. biology, geology, chemistry, or engineering) and two upper level (elective) science courses.</p>
BIOL	817	<p><b>Introduction to Marine Mammals</b></p> <p>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. This course is offered through the Marine Studies Consortium, and is taught at an off-campus location. Additional course fees apply. <b>Prerequisite:</b> One college biology course.</p>
BIOL	820	<p><b>Introduction to Environmental Science</b></p> <p>A comprehensive survey of the environmental principles concerning the interactions of humans and world resources. The role of technology in meeting problems of growth, population, energy and agriculture is examined in the context of present capabilities and the prospect for future development. No laboratory.</p>
BIOL	830	<p><b>Immunology</b></p> <p>A study of the principles of immunology. The immune response, antibody formation in cells and the whole animal, immuno-suppression, blood group antigens, and the kinetics of antigen-antibody reactions are described. The structure of the antibody and its active site are examined at the molecular level. The roles of complement, hypersensitivity (allergy), and auto allergic reactions and transplantation immunity are discussed. Laboratory. <b>Prerequisite:</b> BIOL 307 Microbiology or permission of the instructor.</p>
BIOL	835	<p><b>Recombinant DNA Technology</b></p> <p>Designed to familiarize the student with the processes and techniques employed by the biotechnology industry to produce recombinant products. The theoretical foundations for recombinant DNA methodology, as well as medical forensic and commercial applications of genetic engineering are considered. Laboratory exercises include DNA isolation, restriction enzyme mapping, cloning to selectable vectors, gel electrophoresis, polymerase chain reaction, DNA sequencing, and selected protein purification methodology. <b>Prerequisites:</b> BIOL 301 Genetics and BIOL 307 Microbiology.</p>

BIOL	839	<p><b>Neurobiology</b></p> <p>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. <b>Prerequisite:</b> BIOL 272 Human Anatomy and Physiology I or BIOL 234 Comparative Vertebrate Physiology or permission of the instructor.</p>
BIOL	859	<p><b>Neighborhood Botany</b></p> <p>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.</p>
BIOL	871	<p><b>Medical Microbiology</b></p> <p>An overview of human infectious diseases caused by viruses, bacteria, and fungi. Emphasis is placed on current diagnostic techniques and microbial pathogenic mechanisms, and on contemporary issues that include newly emerging infectious diseases, vaccines, and bio-terrorism. Laboratory exercises focus on state-of-the-art procedures for the isolation and identification of pathogenic microbes and for the determination of their susceptibility to chemotherapeutic drugs. <b>Prerequisite:</b> An introductory course in microbiology. Note: Students cannot receive course credit for both Medical Microbiology (BIOL 871) and Theories of Infectious Diseases (BIOL 881).</p>
BIOL	881	<p><b>Theories of Infectious Diseases</b></p> <p>An introduction to human infectious diseases based upon assigned readings that emphasize microbial pathogenic mechanisms and contemporary diagnostic techniques. Learning goals are centered on a series of case studies involving the most common infectious diseases affecting humankind. <b>Prerequisite:</b> An introductory course in microbiology, or permission of the advisor. Note: Students cannot receive course credit for both Medical Microbiology (BIOL 871) and Theories of Infectious Diseases (BIOL 881).</p>
<b>Chemistry and Food Science</b>		
CHEM	803	<p><b>Physical Chemistry I</b></p> <p>An introduction to the principles of physical chemistry. The topics treated include chemical thermodynamics, phase equilibria, solutions, the kinetic theory of gases, chemical kinetics, electrochemistry, spectroscopy and quantum chemistry. <b>Prerequisites:</b> PHYS 211-2 Principles of Physics I and II, and two courses in Calculus.</p>
CHEM	804	<p><b>Physical Chemistry II</b></p> <p>An introduction to the principles of physical chemistry. The topics treated include chemical thermodynamics, phase equilibria, solutions, the kinetic theory of gases, chemical kinetics, electrochemistry, spectroscopy and quantum chemistry. <b>Prerequisites:</b> PHYS 211-2 Principles of Physics I and II, and two courses in Calculus.</p>
CHEM	805	<p><b>Food Analysis</b></p> <p>A study of the fundamental principles of chemical food analysis with the laboratory work including both classical and recent sophisticated methods of analysis. <b>Prerequisites:</b> CHEM 207 Organic Chemistry I and either CHEM 301 Biochemistry or 33.302 Biochemistry I-Structures, Mechanisms and Analysis.</p>
CHEM	808	<p><b>Food Chemistry</b></p> <p>The chemistry of food constituents and the chemical and biological changes occurring in foods during storing and processing. The approach will be from a cellular and molecular level. <b>Prerequisites:</b> CHEM 207 Organic Chemistry I and either CHEM 301 Biochemistry or 33.302 Biochemistry I-Structures, Mechanisms and Analysis.</p>

CHEM	815	<p><b>Food Engineering and Processing</b> An integrated approach to food engineering principles and food processing techniques. Topics include thermodynamics, fluid flow and heat transfer, evaporation, refrigeration, psychrometry, drying, distillation and essential food processing methods that ensure attainment of food product wholesomeness. <b>Prerequisite:</b> Permission of instructor.</p>
CHEM	821	<p><b>Instrumental Analysis</b> Principles and use of instrumental methods in analysis. Topics in electronics, electrochemistry, spectroscopy, flame photometry, mass spectrometry, NMR and chromatography. <b>Prerequisites:</b> CHEM 207 Organic Chemistry I, MATH 219 Calculus I, and PHYS 211-2 Principles of Physics I and II, or PHYS 201 Introductory Physics.</p>
CHEM	829	<p><b>Nutritional Biochemistry/Metabolism</b> A detailed investigation of protein, lipid, carbohydrate and nucleic acid metabolism in the total scheme of integrated metabolic systems. Direct and circumstantial relationships involving animal and human nutrition in normal and pathological health conditions will be discussed wherever a dietary or nutritional component is involved. <b>Prerequisite:</b> CHEM 301 Biochemistry or 33.302 Biochemistry I-Structures, Mechanisms, and Analysis.</p>
CHEM	861	<p><b>Advanced Analytical Chemistry</b> 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. <b>Prerequisites:</b> CHEM 208 Organic Chemistry II, CHEM 304 Physical Chemistry II, and CHEM 321 Instrumental Analysis, or permission of the instructor.</p>
CHEM	900	<p><b>Directed Study-Developmental Disabilities</b> An in-depth study of nutrition care and health care guidelines for working with people who have developmental disabilities, under the supervision of the Director of Nutrition of the Eunice Kennedy Shriver Center for Mental Retardation, Inc.</p>
CHEM	903	<p><b>Nutritional Biochemistry</b> A progressive study into biochemistry and chemical properties of foods with reference to their assimilation and metabolism in the human body during states of illness and normal health. Emphasis will be directed toward major food constituents such as lipids, vitamins, minerals, proteins and other minor food constituents that affect nitrification, enrichment and palatability of food substances. <b>Prerequisites:</b> CHEM 301 Biochemistry, or 33.302 Biochemistry I - Structures, Mechanisms and Analysis and NUTR 874 Human Nutrition Science, and permission of the instructor.</p>
CHEM	909	<p><b>Directed Study in Food Science/Nutrition Science</b> Investigation of a substantial original research topic dealing with food science or nutrition science. Research will conclude with a detailed research report as directed by the graduate advisor. <b>Prerequisite:</b> Permission of instructor.</p>
CHEM	911	<p><b>Research and Seminar in Food Science/Nutritional Biochemistry</b> Formulation of a research project, followed by execution of an experimental design, that culminates in a written research report of the results and an oral presentation. <b>Prerequisite:</b> Permission of the instructor.</p>
CHEM	921	<p><b>Laboratory Practicum</b> Course allows students the opportunity to explore relevant topics in the food sciences through supervised laboratory investigations. <b>Prerequisite:</b> Permission of the instructor.</p>

CHEM	960	<p><b>Thesis in Food Science/ Nutritional Biochemistry</b> Development and exploration of a current research problem dealing with food or nutrition science, technology, engineering or biochemistry with experimental results presented as a written document according to Departmental guidelines. <b>Prerequisite:</b> Permission of the instructor.</p>
<b>Consumer Sciences</b>		
CONS	812	<p><b>Family and Interpersonal Development</b> A study of individuals and interpersonal development through the process of courtship, marriage, and family living. Emphasis on contemporary issues as they relate to understanding family function and dysfunction. <b>Prerequisite:</b> CONS 111 Human Development.</p>
CONS	822	<p><b>Family Financial Decision-Making</b> 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. <b>Prerequisites:</b> 34.220 Families: Managing Diversity and Change, and CONS 210 Consumer Economics.</p>
CONS	824	<p><b>Consumer Economics</b> Designed to make the student a more intelligent consumer, the course considers 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.</p>
CONS	832	<p><b>Consumer Housing</b> Cultural, economic, and architectural aspects of housing with emphasis on contemporary American housing issues are related to the individual, the family, and the community.</p>
FASH	646	<p><b>Fashion Merchandising: Process and Practice</b> The flow of the apparel and home furnishings industry is traced from design inspiration to retail customer. Industry resources related to product manufacturing and innovation are presented. Students explore the interrelationship of fibers, yarns, fabric structures, and finishes on textile products to develop an understanding of product differentiation. The effect of consumer issues on industry regulations, design trends, and technological advancements are discussed. Course may be waived for industry experience or collegiate coursework. <b>Prerequisite:</b> Acceptance into program.</p>
FASH	845	<p><b>Flat Pattern Design</b> 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 pattern-making to create original garments which emphasize design principles, flat sketching, prototype development, fit, and assembly techniques. <b>Prerequisites:</b> FASH 141 Fashion: Designer to Consumer and FASH 243 Advanced Apparel Construction.</p>
FASH	846	<p><b>History of Costume</b> The study of costume from Ancient Egypt to the present day. 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.</p>

FASH	847	<p><b>Apparel Industry Methods</b></p> <p>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. <b>Prerequisites:</b> FASH 342 Flat Pattern Design and ARTS 357 Fashion Illustration.</p>
FASH	848	<p><b>Tailoring</b></p> <p>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. <b>Prerequisite:</b> FASH 243 Advanced Apparel Construction.</p>
FASH	849	<p><b>Functional Clothing Design</b></p> <p>The advanced study and analysis of apparel design lines with special attention to design lines and materials for specific 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. <b>Prerequisite:</b> FASH 342 Flat Pattern Design.</p>
FASH	856	<p><b>History of Textiles</b></p> <p>The study of the evaluating 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. <b>Prerequisite:</b> FASH 153 Consumer Textiles.</p>
FASH	859	<p><b>Draping</b></p> <p>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 the specified target markets.</p>
FASH	916	<p><b>Fashion and Retail Therapy</b></p> <p>A study of theories related to the fashion industry and how it operates in modern society. Changes in consumer demand for retail merchandise are analyzed using economic and fashion diffusion theories. Retail strategies in administrative management, merchandise management, and store management are explored. Topics include retail communication, channels of operation, supply chain management, and customer relations programs. <b>Prerequisite:</b> FASH 646 Fashion Merchandising: Process and Practice</p>
FASH	927	<p><b>Research Methods in Merchandising</b></p> <p>A study of concepts, constructs, models, and theories related to the retail industry. Theory, practice, and application of the research process are analyzed. Topics include the preparation of literature reviews, conducting field research, and data presentation techniques. Emphasis is placed on research instrument development <b>Prerequisite:</b> FASH 646 Fashion Merchandising: Process and Practice</p>
FASH	936	<p><b>Retailing and Consumerism</b></p> <p>A study of consumer behavior and the effects on the retail environment. Understanding the consumer has become vital to retail success. The consumer is examined in relation to demographic, psychographic, and lifestyle segmentation. Theories from diverse academic disciplines are used to examine the consumer's attitudes, motivations, and desires. Topics include self concept, shopping patterns, product meaning, and brand congruence.</p>

FASH	947	<p><b>Global Market: Dynamics of Retailing</b></p> <p>A study of the global interdependence of the retail industry. The industrial, social, and economic conditions in the major manufacturing nations are explored in relation to global product production. Factors such as sourcing, import/export of products, international trade regulations, and cultural business practices are examined. Emphasis is placed on the production of textiles and consumer goods for the US retail industry. <b>Prerequisite:</b> FASH 927 Research Methods in Merchandising</p>
FASH	980	<p><b>Retailing Strategies and Merchandise Management</b></p> <p>A study of the current practices in constructing a formal business plan. A well researched business plan is required for the acquisition of funding for a new business or expansion of a current retail enterprise. A buying plan is developed utilizing both unit and dollar planning techniques. Topics include Competitive Positioning Strategy, Geographic Information Systems, Open-to-Buy, and Budget Planning Methods. <b>Prerequisite:</b> FASH 936 Retailing and Consumerism, FASH 947 Global Market: Dynamics of Retailing, and Permission of Instructor.</p>
NUED	900	<p><b>Leadership in Excellence in School Nutrition</b></p> <p>A study of the core functions of state child nutrition programs. These include nutrition promotion, nutrition standards, institution and participant eligibility for participation and benefits, compliance and accountability, financial management, reporting/recordkeeping, safety, sanitation and emergency management, training and technical assistance, and state administration of state child nutrition agencies. Laws, regulations, and policies are addressed. This course is designed to develop leadership and partnering skills to influence the quality of nutrition programs and the effective use of resources.</p>
NUED	901	<p><b>Practicum I in School Nutrition</b></p> <p>A concentrated and supervised internship in an approved school nutrition site coordinated with online weekly seminars. Students develop knowledge, skills, and competencies necessary to provide school nutrition services as outlined in the School Nutrition Association's Keys to Excellence program areas of Administration, Communications and Marketing, Nutrition and Nutrition Education, and Operations and the School Foodservice and Nutrition Specialist Credentialing Exam Study Guide. Student interns demonstrate the ability to communicate, collaborate, work in teams to solve problems, and apply critical thinking skills. Requirement: minimum of 450 hours/semester. <b>Prerequisites:</b> Acceptance into the graduate program in Nutrition Education and the School Nutrition Specialist concentration; proof of eligibility to work in US; Serve Safe Certification; State criminal offender record information (CORI). Liability insurance is required. Students must meet any individual worksite regulations.</p>
NUED	902	<p><b>Practicum II in School Nutrition</b></p> <p>A continuation of the concentrated and supervised internship in Practicum I in School Nutrition coordinated with online weekly seminars that further develop leadership and management skills. Students continue at the same site as Practicum I. Students develop knowledge, skills, and competencies in administration and management necessary to provide school nutrition services as outlined in the School Nutrition Association's Keys to Excellence program areas of Administration, Communications and Marketing, Nutrition and Nutrition Education, and Operations and the School Foodservice and Nutrition Specialist Credentialing Exam Study Guide. Student interns demonstrate the ability to communicate, collaborate, work in teams to solve problems, and apply critical thinking skills. Requirement: minimum of 450 hours/semester. <b>Prerequisites:</b> NUTR 901 Practicum I in School Nutrition. Proof of eligibility to work in US; Serve Safe Certification; State criminal offender record information (CORI). Liability insurance is required. Students must meet any individual worksite regulations.</p>

NUTR	840	<p><b>Geriatric Nutrition</b></p> <p>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 of the older adult. <b>Prerequisite:</b> NUTR 874 Human Nutrition Science.</p>
NUTR	874	<p><b>Human Nutrition Science</b></p> <p>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. <b>Prerequisites:</b> CHEM 301 Biochemistry, BIOL 272 Human Anatomy and Physiology I and MATH 208 Biostatistics.</p>
NUTR	879	<p><b>Computer Applications in Nutrition</b></p> <p>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. <b>Prerequisite:</b> NUTR 381 Introduction to Nutrition Practice.</p>
NUTR	882	<p><b>Management of Food and Nutrition Services</b></p> <p>The application of principles of management as they relate to the administration of human, physical and financial resources of food and nutrition services. Topics include management theory, personnel selection, training, evaluation organizational behavior, communication, governmental influences, labor management relations, marketing and budgeting. This course, designed for Food and Nutrition majors, utilizes the case study approach, and requires the development of a business plan. NOTE: Credit will not be given for both NUTR 882 Management of Food and Nutrition Services, and 12.272 Management Principles.</p>
NUTR	883	<p><b>Medical Nutrition Therapy</b></p> <p>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. <b>Prerequisites:</b> NUTR 874 Human Nutrition Science and NUTR 381 Introduction to Nutrition Practice.</p>
NUTR	884	<p><b>Foodservice Systems</b></p> <p>A study of current trends and practices in the management of foodservice systems. Using a problem-based learning approach, the course includes the concepts of food safety, menu planning, procurement, quality food production, delivery systems, and financial management. Topics are augmented by a laboratory experience in a foodservice facility. Liability insurance is required. <b>Prerequisite:</b> NUTR 364 Experimental Study of Food.</p>
NUTR	885	<p><b>Practicum in Foodservice Systems (formerly NUTR 485)</b></p> <p>A concentrated continuous experience in an off-campus foodservice system in which concepts taught concurrently in NUTR 384 Foodservice Systems are utilized and applied. NUTR 482 Management of Food and Nutrition Services must be taken simultaneously. <b>Prerequisite:</b> Acceptance in the Coordinated Program in Dietetics.</p>
NUTR	886	<p><b>Experience in Community Nutrition (formerly NUTR 486)</b></p> <p>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. <b>Prerequisite:</b> Acceptance in the Coordinated Program in Dietetics</p>

---

NUTR	887	<b>School Nutrition Practicum</b> 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. <b>Prerequisites:</b> Coordinated Program in Dietetics students only; Coordinated Program in Dietetics Nutrition in the School Environment summer workshop.
NUTR	888	<b>Seminar in Clinical Nutrition</b> 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. <b>Prerequisite:</b> NUTR 883 Medical Nutrition Therapy.
NUTR	889	<b>NUTR 889 Clinical Experience in Dietetics (Credit - 2 courses) (formerly NUTR 489)</b> 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. <b>Prerequisite:</b> Acceptance in the Coordinated Program in Dietetics.
NUTR	900	<b>Leadership in Excellence in School Nutrition</b> A study of the core functions of a state child nutrition programs. These include nutrition promotion, nutrition standards, institution and participant eligibility for participation and benefits, compliance and accountability, financial management, reporting/recordkeeping, safety, state administration of state child nutrition agencies. Laws, regulations, and policies are addressed. This course is designed to develop leadership and partnering skills to influence the quality of nutrition programs and the effective use of resources.
NUTR	901	<b>Practicum I in School Nutrition</b> A concentration and supervised internship in an approved school nutrition site coordinated with online weekly seminars. Students develop knowledge, skills, and competencies necessary to provide school nutrition services as outlined in the School Nutrition Association's Keys to Excellence program areas of Administration, Communications and Marketing, Nutrition and Nutrition Education, and Operations and the School Foodservice and Nutrition Specialist Credentialing Exam Study Guide. Student interns demonstrate the ability to communicate, collaborate, work in teams to solve problems, and apply critical thinking skills. Requirement: minimum of 450 hours/semester. <b>Prerequisites:</b> Acceptance into the graduate program in Nutrition Education and the School Nutrition Specialist concentration; proof of eligibility to work in US; Serve Safe certification; State criminal offender record information (CORI). Liability insurance is required. Students must meet any individual worksite regulations.

---



NUTR	902	<p><b>Practicum II in School Nutrition</b></p> <p>A continuation of the concentrated and supervised internship in Practicum I in School Nutrition coordinated with online weekly seminars that further develop leadership and management skills. Students continue at the same site as Practicum I. Students develop knowledge, skills, and competencies in administration and management necessary to provide school nutrition services as outlined in the School Nutrition Association's Keys to Excellence program areas of Administration, Communications and Marketing, Nutrition and Nutrition Education, and Operations and the School Foodservice and Nutrition Specialist Credentialing Exam Guide. Student interns demonstrate the ability to communicate, collaborate, work in teams to solve problems, and apply critical thinking skills. Requirement: minimum of 450 hours/semester. <b>Prerequisites:</b> NUTR 901 Practicum I in School Nutrition. Proof of eligibility to work in US; Serve Safe certification; State criminal offender record information (CORI). Liability insurance is required. Students must meet any individual worksite regulations.</p>
NUTR	909	<p><b>Directed Study in Food and Nutrition</b></p> <p>An in-depth investigation of a specific topic in food and nutrition. May be combined with experience in a food and nutrition care setting. Topic must be approved by the faculty advisor. <b>Prerequisites:</b> NUTR 874 Human Nutrition Science, NUTR 883 Medical Nutrition Therapy and/or NUTR 978 Public Health Nutrition.</p>
NUTR	910	<p><b>Nutrition Science in the Classroom</b></p> <p>An update for teachers on the application of nutrition principles and research that support dietary guidelines established by the government and voluntary health agencies. Current dietary issues include: heart disease, vitamin supplementation, fad diets, and child and adolescent health. Resources for classroom instruction are presented along with computer applications in nutrition education. This course cannot be applied to graduate or certificate programs for nutrition professionals. Credit will not be given for this course and NUTR 760 Nutrition Science in the Classroom. <b>Prerequisite:</b> Bachelor's degree.</p>
NUTR	911	<p><b>Research Methods in Nutrition and Education</b></p> <p>A study of research techniques applicable to nutrition and education. Using a hands-on approach, students are acquainted with research hypotheses, designs and procedures, basic statistical concepts, and the format of a proposal. Knowledge of these concepts is demonstrated in the design of a research project. <b>Prerequisites:</b> MATH 208 Biostatistics and NUTR 874 Human Nutrition Science.</p>
NUTR	914	<p><b>Contemporary Nutrition Issues for Schools</b></p> <p>An update for teachers and other school personnel on current topics in nutrition. Research and curricula related to child and adolescent nutrition are explored in depth. Specific topics include: nutrition and learning, eating disorders, prevention of chronic disease, food allergies, sports nutrition, food safety, and biotechnology. Development of original curriculum is required. Credit will not be given for this course and 34.763 Contemporary Nutrition Issues for the Classroom. This course cannot be applied to graduate or certificate programs for nutrition professionals. <b>Prerequisite:</b> NUTR 910 (34.760) Nutrition Science in the Classroom or previous nutrition course completed in the last five years.</p>
NUTR	916	<p><b>Seminar in Food and Nutrition</b></p> <p>A critical review of the professional literature in food and nutrition and discussion of its application to practice. Students are required to present seminars on current topics. <b>Prerequisites:</b> Completion of five graduate courses.</p>

NUTR	920	<p><b>Pediatric Nutrition</b></p> <p>An overview of the clinical, medical, and psychosocial aspects of pediatric nutrition care. Includes a comprehensive discussion of nutrition and growth, and medical nutrition therapy for selected disease states. <b>Prerequisite:</b> NUTR 874 Human Nutrition Science.</p>
NUTR	960	<p><b>Sports Nutrition</b></p> <p>Review of nutrition principles as they apply to the physical performance of adults and students in grades K-12. Topics include: physiology of optimal fitness and weight maintenance; exercise physiology and improved athletic performance; nutritional needs of growing children; the use of supplements and other controversial practices. The role of educational and health institutions in promoting positive nutrition and fitness messages is emphasized. Sports nutrition concepts and nutrition assessment are presented in the context of Healthy People 2010 and the Health Curriculum Frameworks. May include on-site physical assessment laboratories. <b>Prerequisites:</b> NUTR 874 Human Nutrition Science or B.S. in Nutrition, or both NUTR 910 Nutrition Science in the Classroom and NUTR 914 Contemporary Nutrition Issues for Schools; a college-level physiology course.</p>
NUTR	970	<p><b>Computers in Nutrition Education</b></p> <p>A study of computer technology designed to enhance the efficiency and accuracy of practice in nutrition professions and K-12 education. Investigations include development, application and evaluation of emerging technologies related to nutrition and education. Credit will not be given for this course and NUTR 879 Computer Applications in Nutrition. <b>Prerequisite:</b> College-level nutrition course within the last five years.</p>
NUTR	973	<p><b>Designing Nutrition Education Programs and Curricula</b></p> <p>A study of the research related to the instructional design process for nutrition programs, curricula, and materials. Emphasis is on the application of scientific principles of teaching and learning. Investigation focuses on maximizing instructional technology to apply learning theory to teaching strategies. Students develop an instructional design to be implemented in NUTR 993 Independent Projects in Health and Wellness. <b>Prerequisite:</b> NUTR 879 Computer Applications in Nutrition or NUTR 970 Computers in Nutrition Education.</p>
NUTR	978	<p><b>Public Health Nutrition</b></p> <p>A study of nutrition concepts and the political/social realities that affect the nutritional health of populations. The development of nutrition policies at the local, state, and national levels are explored along with the delivery of community-based services. Topics may include: nutritional science in the lifecycle, sociocultural aspects of nutrition, food and nutrition programs, nutrition assessment of populations, food insecurity, health promotion guidelines, and food safety. <b>Prerequisite:</b> NUTR 874 Human Nutrition Science or Bachelor's Degree in Nutrition or Health, or either NUTR 910 Nutrition Science in the Classroom or NUTR 914 Contemporary Nutrition Issues for Schools.</p>
NUTR	993	<p><b>Independent Projects in Health and Wellness</b></p> <p>The development of an in-depth nutrition education project or curriculum in accordance with nutrition education research and the instructional design developed in NUTR 973 Instructional Technologies in Nutrition Education. Projects integrate instructional technology based in learning theory and teaching practice, and match specific teaching strategies to learning needs. Projects are developed and evaluated. <b>Prerequisite:</b> NUTR 973 Instructional Technologies in Nutrition Education.</p>

Counseling Psychology		
CPSY	901	<p><b>Theories of Psychotherapy and Counseling</b></p> <p>An examination of the theoretical, empirical bases, and application of the various counseling models. Students explore the nature of the client-therapist relationship in the context of different approaches and techniques of psychotherapy and counseling (e.g., psychoanalytic, behavior modification, client-centered, rational-emotive, and family systems). Open to non-matriculated students. <b>Prerequisite:</b> PSYC 215 Psychology of Personality or PSYC 322 Abnormal Psychology or the equivalent.</p>
CPSY	910	<p><b>Group Processes in Counseling</b></p> <p>The study of theories of organization, structure and dynamics of groups (e.g., therapeutic, psychosocial, and psychoeducational) including techniques of group leadership. Through an experiential component, students have an opportunity to apply group theory and models relevant to a counseling setting. <b>Prerequisites:</b> CPSY 911 Orientation to Counseling Practice, CPSY 956 Understanding Social Science Research, CPSY 901 Theories of Psychotherapy and Counseling, and CPSY 964 Advanced Principles of Learning and Development; or permission of Program Coordinator.</p>
CPSY	911	<p><b>Orientation to Counseling Practice</b></p> <p>Designed to provide a laboratory-based experience focusing on the theoretical bases of the helping process. The development of basic counseling skills needed to work with individuals, couples, and families are explored. Listening and feedback skills, as well as the counselor-client relationship are covered. Evaluations are based on in-class role-playing, along with audio and video presentations. Counselor interpersonal style and theoretical orientation are explored. Open to non-matriculated students.</p>
CPSY	919	<p><b>Problems of Substance Abuse</b></p> <p>Examines various aspects of substance abuse including causes, prevention, recognition, theories and treatment. Various treatment modes will be discussed (e.g., nutritional, pharmacological and psychological). This course includes three clock hours addressing ethics.</p>
CPSY	921	<p><b>Professional Issues in Counseling and Mental Health</b></p> <p>A consideration of the ethical and legal issues relevant to the counseling and mental health professions. This course reviews the ethical principles of the American Psychological Association and the American Counselor Association. The history of the counseling profession is covered with emphasis on the emerging role of the mental health counselor. Topics explored include certification, licensure, federal and state regulations (e.g., confidentiality, duty to warn), and professional identity.</p>
CPSY	925	<p><b>Adult Psychopathology</b></p> <p>An examination of the current paradigms in abnormal psychology in terms of their historical development, current status and the consequences of adopting a particular paradigm. Students analyze assessments, diagnosis and treatment planning procedures. Controversies in classification of abnormal behaviors and diagnostic issues are discussed in terms of the most recent version of the Diagnostic and Statistical Manual of Mental Disorders. <b>Prerequisites:</b> CPSY 911 Orientation to Counseling Practice, CPSY 956 Understanding Social Science Research, CPSY 901 Theories of Psychotherapy and Counseling, and CPSY 964 Advanced Principles of Learning and Development.</p>
CPSY	930	<p><b>Case Study in Psychology</b></p> <p>Develops skills in the application of psychological knowledge and methods to the analysis of case material on individuals and to develop the ability to obtain and integrate psychological data on the individual into a case study. <b>Prerequisites:</b> CPSY 901 Theories of Psychotherapy and Counseling, and CPSY 925 Adult Psychopathology.</p>

CPSY	943	<b>Issues in Family Counseling</b> A review of various perspectives on marriage and family counseling in the context of their theoretical bases. The primary emphasis is on the family as a dynamic system focusing on the interactions among members, rather than on the individuals themselves. Psychopathology and functional interactions in families, as well as strategies for effecting change in the system, are examined. <b>Prerequisites:</b> CPSY 911 Orientation to Counseling Practice, CPSY 956 Understanding Social Science Research, CPSY 901 Theories of Psychotherapy and Counseling, CPSY 964 Advanced Principles of Learning and Development, CPSY 990 Practicum I and CPSY 991 Practicum II.
CPSY	945	<b>Multicultural Counseling: Research, Theory, and Practice</b> Designed to provide counselors, teachers, and other human service workers with deeper insight and keener perceptions of the unique experience and lifestyles of people who have been labeled “minority”. Students examine the impact of culture as it relates to the counseling process. Moreover, in-depth characterization of family structure, world view, and interpersonal styles of African- American, Asian-American, Hispanic-American, and Native American groups are explored. Cultural self-awareness and responsiveness, and their application to multicultural counseling techniques and skills are considered. <b>Prerequisites:</b> CPSY 911 Orientation to Counseling Practice, CPSY 956 Understanding Social Science Research, CPSY 901 Theories of Psychotherapy and Counseling, CPSY 964 Advanced Principles of Learning and Development, CPSY 990 Practicum I and 991 Practicum II.
CPSY	952	<b>Topics in Substance Abuse Counseling</b> An advanced substance abuse counseling course focusing on Nicotine and caffeine dependence, AIDS and HIV awareness, and cross-cultural issues in substance abuse. <b>Prerequisite:</b> CPSY 919 Problems of Substance Abuse or CPSY 943 Issues in Family Counseling.
CPSY	956	<b>Understanding Social Science Research</b> An introduction to the research principles needed for understanding and critically evaluating various types of research including program evaluation and needs assessments. Research articles in counseling are used to illustrate the concepts required for understanding the role of theory in research; the development of testable questions and hypotheses; the use of appropriate research methods, research designs and data analysis; and the drawing of appropriate conclusions from the study as well as ethical and legal issues. Emphasis is placed on conceptual understanding rather than on formulas and computations.
CPSY	962	<b>Theories and Methods of Psychological Testing</b> An introduction to testing concepts and clinical testing procedures needed for the understanding and utilization of psychological evaluation reports. Various instruments, including intelligence, personality, projective and achievement tests, which are commonly employed in the preparation of psychological reports, are examined and discussed. Topics also include the theory and methods of psychological measurement, test development, statistical procedures in psychometrics, reliability, validity, test administration and interpretation, and the uses and limitations of published evaluation instruments for counseling purposes. <b>Prerequisites:</b> CPSY 911 Orientation to Counseling Practice, CPSY 956 Understanding Social Science Research, CPSY 901 Theories of Psychotherapy and Counseling, and CPSY 964 Advanced Principles of Learning and Development; or permission of Program Coordinator.

---

CPSY	964	<b>Advanced Principles of Learning and Development</b> An examination of developmental psychology in historical perspective and of the assumptions and values of developmental research strategies. Major developmental theories are reviewed with an emphasis on those of Piaget and Erikson, thus integrating the contributions of dialectic (systems) perspective. A major goal of the course is to identify life-span developmental issues such as the nature of developmental change and its relationships to familial and societal variables. A final goal is the application of knowledge arising from developmental research and theory to counseling practice (e.g., human services, social policies). Class members are assisted in applying developmental concepts and research data to phenomena occurring within a particular age group, (e.g., infancy, middle childhood, young adulthood), or to a psychological process (e.g., memory, learning, separation, friendship), which continues or recurs throughout the life span. <b>Prerequisites:</b> A developmental psychology course (e.g., child, adolescent psychology, adulthood and aging or a life span developmental course). Note: Also open to students matriculated in the M.Ed. concentration in Early Childhood Education program.
CPSY	966	<b>Assessment, Diagnosis, and Treatment Planning</b> Focuses on the development of specific clinical skills associated with intake processing, DMS diagnosis, and treatment planning. Consideration is also given to various intervention strategies for diverse clients, techniques for crisis intervention treatment planning, and the role of multidisciplinary team approaches in managed health care systems. Legal and ethical issues relating to diagnosis are reviewed.
CPSY	987	<b>Counseling Internship A</b> Provides the student with an opportunity for a supervised experience in mental health counseling. This course integrates the foundations of counseling theory and practice. It is the final preparation stage for future employment. Students will receive supervision for the experience by both a site supervisor at the cooperating agency and a college supervisor for the course. The student must complete a total of 200 clock hours, of which, 80 hours must be of direct service work with clientele, 6 hours must be of 1-1 supervision by on-site supervisor and 10 hours must be of group supervision by faculty supervisor. The remaining hours may be comprised of any combination of the above and/or administrative tasks required by the placement agency for a total of 200 hours. Taken together for a total of 600 hours, CPSY 987 Counseling Internship A, CPSY 988 Counseling Internship B, and CPSY 989 Counseling Internship C, fulfills the internship requirement for licensure as a Mental Health Counselor in Massachusetts. Students can only register for CPSY 987 during the summer semester and will be required to enroll in CPSY 988 (fall) and CPSY 989 (spring) to complete their degree program. <b>Prerequisites:</b> Successful completion of CPSY 991 Counseling Practicum II and permission of advisor. Not open to students who have completed CPSY 998 Counseling Internship I or CPSY 999 Counseling Internship II.

---

---

CPSY	988	<b>Counseling Internship B</b> Provides the student with an opportunity for a supervised experience in mental health counseling. This course integrates the foundations of counseling theory and practice. It is the final preparation stage for future employment. Students will receive supervision for the experience by both a site supervisor at the cooperating agency and a college supervisor for the course. The student must complete a total of 200 clock hours, of which, 80 hours must be of direct service work with clientele, 6 hours must be of 1-1 supervision by on-site supervisor and 10 hours must be of group supervision by faculty supervisor. The remaining hours may be comprised of any combination of the above and/or administrative tasks required by the placement agency for a total of 200 hours. Taken together for a total of 600 hours, CPSY 987 Counseling Internship A, CPSY 988 Counseling Internship B, and CPSY 989 Counseling Internship C, fulfills the internship requirement for licensure as a Mental Health Counselor in Massachusetts. Students can only register for CPSY 988 during the fall semester and will be required to enroll in CPSY 989 (spring) to complete their degree program. <b>Prerequisites:</b> Successful completion of CPSY 987 Counseling Internship A and permission of advisor. Not open to students who have completed CPSY 998 Counseling Internship I or CPSY 999 Counseling Internship II.
CPSY	989	<b>Counseling Internship C</b> Provides the student with an opportunity for a supervised experience in mental health counseling. This course integrates the foundations of counseling theory and practice. It is the final preparation stage for future employment. Students will receive supervision for the experience by both a site supervisor at the cooperating agency and a college supervisor for the course. The student must complete a total of 200 clock hours, of which, 80 hours must be of direct service work with clientele, 6 hours must be of 1-1 supervision by on-site supervisor and 10 hours must be of group supervision by faculty supervisor. The remaining hours may be comprised of any combination of the above and/or administrative tasks required by the placement agency for a total of 200 hours. Taken together for a total of 600 hours, CPSY 987 Counseling Internship A, CPSY 988 Counseling Internship B, and CPSY 989 Counseling Internship C, fulfills the internship requirement for licensure as a Mental Health Counselor in Massachusetts. Students can only register for CPSY 989 in the spring semester. <b>Prerequisites:</b> Successful completion of CPSY 988 Counseling Internship B and permission of advisor. Not open to students who have completed CPSY 998 Counseling Internship I or CPSY 999 Counseling Internship II.
CPSY	990	<b>Counseling Practicum I</b> A laboratory experience which provides training in counseling skills and professional development. Students are instructed in a variety of counseling techniques through the use of videotaped, audio-taped and live counseling sessions with peers and/or coached clients. Additional topics include professional ethics, responsibilities, legal issues and employment options. Practicum I, together with CPSY 991 Practicum II, fulfills the practicum requirement for licensure as a Mental Health Counselor.
CPSY	991	<b>Counseling Practicum II</b> A continuation of Practicum I laboratory training in counseling skills and professional development. Students are instructed in a variety of counseling techniques through the use of videotaped, audio-taped and live counseling sessions with peers and/or coached clients. Placement into an internship site for the following academic year is discussed as part of Practicum II. Additional topics include professional ethics, responsibilities, legal issues and employment options. Practicum II, together with CPSY 990 Practicum I, fulfills the practicum requirements for licensure as a Mental Health Counselor. <b>Prerequisite:</b> Successful completion of CPSY 990 Counseling Practicum I.

---

CPSY	995	<p><b>Directed Study in Psychological Research</b></p> <p>An opportunity for advanced students in psychology to develop further their understanding of the research principles necessary for critically evaluating published articles in the professional literature by actively participating in the research process at the graduate level. Students will develop advanced research skills by working with a professor to complete ongoing research in the field or to develop a joint project supervised by the instructor. Students will master skills necessary for reviewing literature, developing research hypotheses, writing proposals, integrating the theories relevant to the project, and drawing the appropriate conclusion. Students may also apply basic statistical knowledge to data collected, and develop an understanding of computer assisted statistical analysis packages. <b>Prerequisite:</b> CPSY 956 Understanding Social Science Research; or permission of the graduate advisor and program coordinator.</p>
CPSY	996	<p><b>Directed Study in Counseling Psychology</b></p> <p>Provides students with the opportunity for faculty-supervised experience in counseling psychology that can be tailored to their specific interests or needs. Two semester hours credit. The course may be taken twice. <b>Prerequisite:</b> Permission of the program coordinator and instructor. Open to matriculated students in the Master of Arts in Counseling Psychology Program.</p>
CPSY	998	<p><b>Counseling Internship I</b></p> <p>Provides the student with an opportunity for a supervised experience in counseling. The student is guided by the cooperating agency and the college instructor in counseling. CPSY 998 Counseling Internship I, together with CPSY 999 Counseling Internship II, fulfills the internship requirement for licensure as a Mental Health Counselor in Massachusetts. <b>Prerequisites:</b> Successful completion of CPSY 991 Counseling Practicum II and permission of advisor. Not open to students who have completed CPSY 987, CPSY 988 or CPSY 989, Counseling Internships A, B or C.</p>
CPSY	999	<p><b>Counseling Internship II</b></p> <p>A continuation of the internship which provides further opportunity for a supervised experience in counseling. The student is guided by the cooperating agency and the college instructor in counseling. Counseling Internship II together with CPSY 998 Counseling Internship I, fulfills the internship requirement for licensure as a Mental Health Counselor in Massachusetts. <b>Prerequisite:</b> Successful completion of CPSY 998 Counseling Internship I. Not open to students who have completed CPSY 987, CPSY 988 or CPSY 989, Counseling Internships A, B or C.</p>
<b>Earth Science</b>		
EASC	846	<p><b>Oceanography</b></p> <p>The structure and origin of ocean water basins; the origin and chemistry of seawater; the physical dynamics of the sea including oceanic circulation, waves, and tides; geology of coastal areas; some marine ecology; and management practices for coastal and oceanic environments are covered. Several field trips will supplement lectures. This course is designed for all students interested in the oceans and their preservation.</p>
GEOL	831	<p><b>Physical Geology</b></p> <p>A study of the nature and origin of the minerals and rocks comprising the earth; the geologic evolution of surface features (scenery), taking into account the underlying rock types and structures as well as the surface effects of glaciers, oceans, rivers, volcanoes, and earthquakes; introduction to geologic aspects of environmental issues; and the geology of the solar system. Numerous field trips supplement the lectures and labs. Designed for students wanting to learn more about the formation of landscapes and the limitation of earth resources.</p>

GEOL	837	<p><b>Workshop in New England Geology</b></p> <p>This course will focus on selected basic geological concepts and theories such as the origin of minerals and rocks, plate tectonics and alternative theories, mountain building, and glaciation. The geological evolution of New England will be the theme tying together the elements of the course. Classes will consist of lectures and numerous field trips to outstanding geologic localities. The course is designed as an intensive introduction to geology in the classroom and the field for teachers and others with little or no geologic background.</p>
<b>Economics and Business Administration</b>		
ACCT	621	<p><b>Financial Accounting</b></p> <p>A conceptual introduction to financial accounting, covering the complete accounting cycle and resulting financial statements (balance sheet, profit and loss statement and statement of cashflows). Topics include asset valuation and reporting, debt and evaluation financing, inter-corporate investments, and earnings management.</p>
ACCT	632	<p><b>Managerial Accounting</b></p> <p>The study of accounting pertinent to managers making internal decisions. Topics include cost behavior and cost variance analysis, cost-volume-profit analysis, profit planning, project cost forecasting, transfer pricing, evaluation of segment profitability, and activity-based costing. <b>Prerequisite:</b> ACCT 621 Financial Accounting or equivalent.</p>
ACCT	828	<p><b>Taxation</b></p> <p>This course gives 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. <b>Prerequisite:</b> ACCT 121 Introduction to Managerial Accounting or ACCT 621 Financial Accounting.</p>
ACCT	980	<p><b>Corporate Financial Reporting and Analysis</b></p> <p>A study of the information contained in a company's financial reports. Financial reporting is a dynamic process in which information is provided to internal and external decision-makers to assist them in the effective allocation of economic resources. This course examines the concepts and principles governing the preparation of financial reports as well as the economic and political processes that influence reporting. <b>Prerequisites:</b> ACCT 621 Financial Accounting and ACCT 632 Managerial Accounting.</p>
BUIS	909	<p><b>Information Technology in Business</b></p> <p>An overview of the use of information technology solutions in a business organization. Business and managerial topics are included, such as opportunities for strategic and competitive advantage, increased operational efficiency, and information management using databases and data warehouses. Students are introduced to technology terms and key concepts, as well as procedures for evaluating, implementing and managing technology solutions in a business enterprise. Students also consider related ethical issues and emerging trends. Note: Students who have already taken 12.808 Microcomputer Applications in Business or 12.970 Technology Applications for Administrators may not receive credit for BUIS 909.</p>



BUIS	933	<p><b>Enterprise Information Technology</b></p> <p>An examination of the management and use of information technology (IT) in a business organization. The course explores topics including evaluating technology solutions, understanding business networks, data and network security, the strategic and tactical role of IT in business, managing IT infrastructure and operations, IT planning and architecture, data and information management, and intelligent systems. <b>Prerequisites:</b> MGMT 911 Organization Behavior and Theory.</p>
BUIS	960	<p><b>Project Management</b></p> <p>An introduction to common procedures and methodologies used to plan, track and control selection, acquisition, implementation and maintenance of information systems in a business organization. Topics include Request for Proposals, System Development Life Cycle, cost/benefit analysis, sourcing options and service level agreements. Testing approaches and quality control methods are also discussed. Students are introduced to commonly used project management software tools and team collaboration products. <b>Prerequisites:</b> BUIS 933 Enterprise Information Technology and MGMT 935 Operations Management.</p>
BUIS	990	<p><b>International Business Practicum</b></p> <p>A unique opportunity for students to travel with faculty as well as experience, the business and economic environment of a foreign country. Students study the business, economic, social, cultural, legal and international environment and identify country trends prior to travel. Students read about the particular country and complete a research project. Students visit local businesses, meet business and economic leaders, and participate in a variety of cultural events. Upon return, students present their findings by integrating their research and their travel experience. Specific assignments and readings vary based on the country being visited. Travel destination is announced when offered. <b>Prerequisite:</b> Matriculation in the MBA Program</p>
ECON	610	<p><b>Economic Analysis</b></p> <p>An intensive coverage of macroeconomic and micro economic principles, this course considers the following topics: scarcity and choice, supply and demand, national income accounting, employment theory, fiscal policy, monetary policy, stabilization problems, elasticity of supply and demand, cost theory, price and output decisions by the firm under perfectly and imperfectly competitive conditions, and factor pricing (formerly 12.901).</p>
ECON	820	<p><b>Money and Banking</b></p> <p>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. <b>Prerequisite:</b> ECON 610 Economic Analysis or equivalent.</p>
ECON	840	<p><b>Public Finance</b></p> <p>This course applies basic economic theory to the question of the economically defensible scope of public sector activity. Also examined is the theory of public choice and the theory of public expenditure. Specific topics are then addressed using the principles obtained from the theory. Such topics include social security, income maintenance programs, regulation, food stamps and health care. <b>Prerequisites:</b> ECON 610 Economic Analysis, or ECON 101 Principles of Macroeconomics and ECON 102 Principles of Microeconomics.</p>

ECON	923	<p><b>The Economics of Organizational Design</b></p> <p>An examination of the optimal means of coordinating relationships between buyer and seller; between employer and employee; and between the firm and lenders of capital and providers of intermediate product. The three principal forms of organization ; the price system, relational contracts, and ownership ; are examined and contrasted. Study focuses on the theory of transaction cost economics and rudimentary game theory. Topics include the principal-agent problem, the make or buy decision, adverse selection, corporate culture, and the tension between self-interest and cooperation (formerly 12.962). <b>Prerequisites:</b> All MBA foundation courses or the equivalent.</p>
ECON	961	<p><b>Macroeconomics for Managers</b></p> <p>Development and application of macroeconomic concepts relevant to managerial decision making. Topics covered include analysis of GDP theory of employment, income and growth, and role of money. Forecasting models and techniques are developed. <b>Prerequisites:</b> ECON 610 Economic Analysis, or ECON 101 Principles of Macroeconomics and ECON 102 Principles of Microeconomics.</p>
ECON	990	<p><b>Independent Study in Business Economics</b></p> <p>Under the direction of a faculty member, the student will pursue reading and research on as elected topic in business or economics. <b>Prerequisite:</b> Permission of the advisor and instructor.</p>
FINA	929	<p><b>Financial Management</b></p> <p>An introduction to the two fundamental financial concepts – the investment decision and the financing decision, and their possible interactions. This includes the type of assets a firm acquires, the reason(s) for acquisition, and the sources and costs of financing these assets. Assets, liabilities and capital, both short and long-term, are described using accounting terminology and evaluated using mathematical analysis (formerly 12.978). <b>Prerequisites:</b> All MBA foundation courses or the equivalent.</p>
FINA	945	<p><b>Investments</b></p> <p>Designed to give students an overview of financial instruments and the capital markets in which they trade. The four core areas are portfolio theory and its application, fixed income securities, equity securities, and derivative securities. The evaluation of financial instruments are accomplished using technical and fundamental analysis, but with the primary emphasis on the risk-reward tradeoffs of modern portfolio and capital market theory. <b>Prerequisite:</b> FINA 929 Financial Management.</p>
MGMT	638	<p><b>Leadership, Teamwork and the Organization</b></p> <p>An introduction to team management and leadership approaches that assist students in acquiring the managerial skills that will allow them to understand and deal with such areas as organizational change, motivation, diversity, and team development. This course seeks to bridge theory and practice by assisting in developing the skills necessary for leading, team building, and management.</p>
MGMT	904	<p><b>Management and Leadership</b></p> <p>Addresses managerial and leadership styles and the dynamics of organizational behavior. Topics include: managerial effectiveness strategies, leadership styles, organizational structuring issues, interpersonal relationships, and the building and managing of teams (formerly Managerial Theory).</p>
MGMT	911	<p><b>Organization Behavior and Theory</b></p> <p>An examination of the relationships between individuals, groups and the organization as it relates to organization strategic performance. Participants focus on theoretical, empirical and practical applications of organization research. Topics include motivation, group dynamics, team management, organizational justice, decision-making, leadership, diversity and interpersonal relations. <b>Prerequisites:</b> All MBA foundation courses or the equivalent.</p>

MGMT	935	<p><b>Operations Management</b></p> <p>An analysis of production problems and solution techniques for services, manufacturing and distribution. Work-flow processes, production system design, production planning and control, technology of materials and equipment, and control of availability, quality, cost, and price of products and resources (formerly 12.974).  <b>Prerequisites:</b> MGMT 905 Management Science.</p>
MGMT	940	<p><b>Business and Its Environment</b></p> <p>A discussion of the dynamic ethical, legal, management, economic and non-economic and regulatory environments in which firms compete domestically and internationally. This course applies ethical models of decision making to business decisions and compare and contrast the impact of these decisions on relative stakeholders and firm competitiveness (formerly 12.915). <b>Prerequisites:</b> MRKT 917 Strategic Marketing and ECON 923 Economics of Organizational Design.</p>
MGMT	950	<p><b>Labor Management Relations</b></p> <p>An examination of employment agreements and employee rights in the workplace. The course examines topics related to the legal framework surrounding the collective bargaining process, including union structure and organizational campaigns, and negotiations and enforcement of agreements. Additional topics can include employment discrimination, and other workplace issues. <b>Prerequisite for MBA students:</b> MGMT 911 Organization Behavior and Theory.</p>
MGMT	951	<p><b>Human Resource Management</b></p> <p>An examination of the major functions and strategies of human resources managers in achieving the objectives of the organization. Topics include human resource planning, recruitment and selection, training and development, performance appraisal, compensation and employee benefits, and government regulations.  <b>Prerequisites for MBA students:</b> MGMT 911 Organization Behavior and Theory and MGMT 940 Business and Its Environment.</p>
MGMT	955	<p><b>Compensation and Performance Management</b></p> <p>A comprehensive overview of compensation in the HR function whose goal is to assist students making compensation programs effective and competitive in a changing marketplace. Topics covered include fundamentals of base pay, deferred compensation, executive compensation, job analysis, job evaluation, market analysis, salary ranges, legal and regulatory compliance, incentives, pay for performance, merit pay, performance management, appraisal methods (including errors in performance appraisals), salary surveys and total compensation. In addition, the course also explores the role of variable compensation, with a focus on using variable compensation to more effectively focus employee efforts and better align compensation costs with organizational performance. Note: Students who have taken 12.952 Performance Appraisal or 12.953 Compensation Administration may not receive credit for MGMT 955.</p>
MGMT	963	<p><b>Employee Benefits</b></p> <p>Explores the role of employer-provided benefits as a part of the modern human resource function. The class examines the history of employee benefits in the U.S., the increasing cost of benefits during the last 30 years, the legislative environment, how benefits are integrated as apart of the total compensation, and the emergence of outsourcing as a delivery mechanism. The class also examines retirement and savings plans as well as health and welfare plans. Topics covered are plan design, cost containment, funding, legal compliance, administration, share services, employee and manager self-service, and total benefit outsourcing.</p>

MGMT	965	<p><b>Supply Chain Management</b></p> <p>A study of integrated supply chain management, which is a core firm competency and encompasses all functions within an organization. Advances in technology have been a catalyst in remarkable efficiency gains in supply chain operation. Topics include risk pooling, the bullwhip effect, new technologies such as RFID, global markets, global manufacturing, out-sourced functions, synchronization of supply and demand, aggregation and consolidation. <b>Prerequisite:</b> MGMT 935 Operations Management.</p>
MGMT	968	<p><b>Managing in a Global Environment</b></p> <p>An introduction to the contemporary world of international business through an examination of the social, cultural, economic, ecological, and commercial aspects that impact global operations. Emphasis is both on the thorough understanding of the effect that international business has on the different functional aspects of the enterprise as well as the manner in which firms organize, operate, and formulate strategies in order to maximize their chances of successful operations. The goal of the course is to acquaint the student with conceptual and analytical tools necessary for the formulation of knowledge concerning international business practices, strategy, and positioning (formerly 12.930 International Business). <b>Prerequisites:</b> All MBA foundation courses or the equivalent.</p>
MGMT	975	<p><b>Topics in Business</b></p> <p>Selected topics in business offered on occasion at the discretion of the department. 4 credits. <b>Prerequisites:</b> Vary depending on the nature of the course, or permission of the instructor.</p>
MGMT	984	<p><b>Seminar: Advanced Topics in Strategic Management</b></p> <p>This course is designed to allow the student the opportunity to work with problems and issues in the general management area of strategy formulation and implementation for both profit and non-profit organizations. The course will consist of a series of case studies. Emphasis will be on systematic analysis of environments. This course is taken in the last semester of a student's program as it will represent the culmination of all the student's learning experiences being applied to case studies. (formerly Seminar in Business Policy). <b>Prerequisites:</b> Completion of all other degree requirements and permission of the Associate Dean.</p>
MGMT	985	<p><b>Seminar in Human Resource Management</b></p> <p>This course is the final evaluation for M.A. in Human Resource Management students. Through a series of cases, students will demonstrate competence in the area covered by the required program courses. <b>Prerequisites:</b> Completion of all other degree requirements and permission of the Associate Dean.</p>
MGMT	989	<p><b>Professional Project and Capstone in Strategic Management</b></p> <p>Designed to advance the integrated application of management competencies acquired throughout the MBA program. Students complete an individual, student-driven project on issues in a selected industry. In addition, using comprehensive case studies and working in small teams, students explore relationships between the context, content, and process of managing organizations, as well as other complexities of strategic management. <b>Prerequisites:</b> Completion of all other core MBA courses and permission of the Associate Dean. May be taken concurrently with elective courses.</p>
MRKT	643	<p><b>Foundations of Marketing</b></p> <p>An examination of the evolution of marketing thought and the role of marketing in strategic decisions. An overview of the functions of marketing is explored and marketing tools are applied to creating value, managing customer relationships and developing growth strategies (formerly 12.643 Marketing Theory). <b>Prerequisite:</b> ECON 610 Economic Analysis or equivalent.</p>

MRKT	917	<p><b>Strategic Marketing</b></p> <p>This course focuses on critically scanning and analyzing the external environment, defining strategic marketing decisions, developing and applying models to evaluate the alternatives and formulating recommended courses of action (formerly 12.942 Marketing Management). <b>Prerequisites:</b> All MBA foundation courses or the equivalent.</p>
QUAN	676	<p><b>Statistical Analysis for Managers</b></p> <p>Provides an introduction to techniques of statistical inference useful for a career in business. Topics covered include techniques of data collection, the presentation of data, basic theory of probability and probability distributions, sample distributions and confidence interval estimation. Also included are the fundamentals of hypothesis testing and statistical inference, including multiple regression analysis. Business applications are used throughout to illustrate the statistical techniques (formerly 12.876).</p>
QUAN	976	<p><b>Quantitative Analysis</b></p> <p>This course presents quantitative techniques and models as a potential means for solving some of the problems that arise in the modern business enterprise. After a brief review of some basic statistical concepts, topics such as decision theory, game theory, linear programming, inventory control, queuing theory, simulation, PERT, macro-processes, and dynamic programming are considered. Note: Students who have already taken 24.906 Quantitative Methods for Health Care and Public Administration or 62.976 Quantitative Analysis for Public Managers will not receive credit for QUAN 976. <b>Prerequisite:</b> A statistics course such as QUAN 676 or special permission of the instructor.</p>
<b>Education</b>		
ECED	911	<p><b>Play and Observation</b></p> <p>Examines the value of play as part of the learning process; of play theories and research and the relationship of play to the emotional, social, and cognitive development of young children; and of play to the subjects of early childhood curriculum. Therapeutic uses of play and the design of learning environments which promote play will be included. Students will acquire skills in observing and analyzing children in classroom and non-classroom settings.</p>
ECED	912	<p><b>Advanced Early Childhood Curriculum</b></p> <p>Deals with the planning, implementing, and evaluating of developmentally appropriate integrated learning experiences for young children in the subject matter of early childhood education (early literacy, children's literature, early mathematics, science and social studies, health and nutrition, movement and the arts); creating, evaluating and selecting instructional materials; and designing learning environments which meet the needs of the children with and without special needs. Evaluates current research and early childhood curriculum models.</p>
ECED	913	<p><b>Advanced Instructional Theory and Practice: Language Arts and Social Studies</b></p> <p>Deals with curriculum development in the language arts and social studies; with the design and implementation of instructional strategies including use of appropriate technology; with effective use of instructional resources; with developing an advanced level of evaluation skills. Emphasizes curriculum integration and problem-solving approach to effective teaching of children with diverse needs and abilities. <b>Prerequisite:</b> EDUC 998 Language Development and Communication.</p>

EDLE	927	<b>Advanced Teaching Strategies</b> Designed to help educators become more skilled and versatile in their application of teaching strategies, including guided discovery, discussion formats, questioning skills, inquiry training, cooperative groupings, and individualized formats. Students design a comparative study of teaching strategies, including lesson materials and evaluation instruments, to be conducted in a current or future classroom setting, depending on each student's circumstances. The course analyzes research findings, comparative research designs, and the relationship between teaching strategies and learning styles.
EDLE	938	<b>Technological Applications for School Leaders</b> Covers the essentials of technology needed to facilitate school based leadership. Emphasizes technology skills required for supervision of instruction in technology-enhanced classrooms. Approaches to integrating technology into the development of curriculum and to fostering the professional development of staff in the area of technology are included. Ways to strengthen school-home relationships through distance learning and instruction-driven web sites are also explored. Students enhance their technological skills while creating a context for working with teachers and instructional technology specialists within K-12 learning environments.
EDLE	947	<b>A Systems Approach to Educational Finance</b> An examination of the financial relationship between and among the five major systems of a school - curriculum, infrastructure, supervision, evaluation, and professional development. Students develop an understanding of the theoretical foundations of education, the laws and regulations pertaining to school finance, grant development and management, the interrelationship of education and municipal financing, and the development of a school-based financial plan.
EDLE	948	<b>Legal Issues and Concerns in Education</b> Offers participants the opportunity to learn the interactions between public education and the law stressing the notion of Preventive Law. Topics covered may include: employment of public school employees; curriculum, religion and schools; freedom of expression; discrimination and harassment; special education; discipline; and the implications of current federal and state statutes.
EDLE	970	<b>Curriculum Design, Practice and Assessment</b> Provides students with a curriculum update in the major subjects of schooling with special emphasis on student assessment, teaching strategies, learning styles and interdisciplinary curriculum development. Students create a model for designing, implementing, and evaluating curriculum in a chosen discipline. Curriculum concepts are integrated in ways which are meaningful to various cultural groups and minorities. Factors which determine the success of curriculum change, including a needs assessment, will be considered.
EDLE	980	<b>Practicum in School Leadership I</b> Provides students with an opportunity for a supervised experience in the administration of a school system. The student is guided by the cooperating school system and his/her college supervisor. Experiences are included to familiarize the student with all facets of the responsibility of school administration and those representing a range of racial, religious, and socioeconomic backgrounds. Securing a placement for the practicum is the student's responsibility. <b>Prerequisites:</b> Approval by the advisor and the Dean. Students must provide evidence of passing scores on the MTEL Communication and Literacy Skills Test prior to beginning the Practicum.

EDLE	981	<p><b>Practicum in School Leadership II: Grades PreK-6</b></p> <p>A continuation of a two-part supervised experience in School Administration leading to licensure as a Principal/Assistant Principal, Grades PreK-6. The emphasis continues to focus on the successful application of the Professional Standards for Administrators set forth in the Massachusetts Department of Elementary and Secondary Education Regulations 603 CMR 7.10. Students are expected to complete a minimum of 150 hours in Grades PreK-6 in activities that demonstrate successful mastery of the standards under the supervision of a supervising practitioner and a Framingham State University supervisor. A portfolio demonstrating how each standard has been successfully fulfilled is required. <b>Prerequisites:</b> EDLE 980 Practicum in School Leadership I and advisor approval.</p>
EDLE	982	<p><b>Practicum in School Leadership II: Grades 5-8</b></p> <p>A continuation of a two-part supervised experience in School Administration leading to licensure as a Principal/Assistant Principal, Grades 5-8. The emphasis continues to focus on the successful application of the Professional Standards for Administrators set forth in the Massachusetts Department of Elementary and Secondary Education Regulations 603 CMR 7.10. Students are expected to complete a minimum of 150 hours in Grades 5-8 in activities that demonstrate successful mastery of the standards under the supervision of a supervising practitioner and a Framingham State University supervisor. A portfolio demonstrating how each standard has been successfully fulfilled is required. <b>Prerequisites:</b> EDLE 980 Practicum in School Leadership I and advisor approval.</p>
EDLE	983	<p><b>Practicum in School Leadership II: Grades 9-12</b></p> <p>A continuation of a two-part supervised experience in School Administration leading to licensure as a Principal/Assistant Principal, Grades 9-12. The emphasis continues to focus on the successful application of the Professional Standards for Administrators set forth in the Massachusetts Department of Elementary and Secondary Education Regulations 603 CMR 7.10. Students are expected to complete a minimum of 150 hours in Grades 9-12 in activities that demonstrate successful mastery of the standards under the supervision of a supervising practitioner and a Framingham State University supervisor. A portfolio demonstrating how each standard has been successfully fulfilled is required. <b>Prerequisites:</b> EDLE 980 Practicum in School Leadership I and advisor approval.</p>
EDLE	984	<p><b>Practicum in School Leadership II: Supervisor/Director</b></p> <p>A continuation of a two-part supervised experience in School Administration leading to licensure as a Supervisor/Director. The emphasis continues to focus on the successful application of the Professional Standards for Administrators set forth in the Massachusetts Department of Elementary and Secondary Education Regulations 603 CMR 7.10. Students are expected to complete a minimum of 150 hours in Supervisor/Director activities that demonstrate successful mastery of the standards under the supervision of a supervising practitioner and a Framingham State University supervisor. A portfolio demonstrating how each standard has been successfully fulfilled is required. <b>Prerequisites:</b> EDLE 980 Practicum in School Leadership I and advisor approval.</p>
EDLE	986	<p><b>Collaborative Leadership and Organizational Change (Pre-Practicum)</b></p> <p>Examines school organizations and cultures; forms of school governance; the change process; and the concept of collaboration among administrator, teacher, parent and community leaders as a means of bringing about more effective schools. Proposals for reconceptualizing schools are reviewed. This course will include a field-based training component.</p>

EDLE	987	<b>Supervision and Staff Development (Pre-Practicum)</b> Understanding and supporting the development of teachers is a major emphasis of this course. Students will acquire interpersonal and technical skills to assist them in working with people in their roles as supervisors, consultants, and advisors, and in improving the quality of instruction in schools. New developments in the field of supervision, (e.g., mentoring, group clinical supervision, beginning teacher induction programs, study groups); issues related to supervising in schools, (e.g., working with a multicultural and multi-ethnic staff), and recent supervision research are examined. This course will include a field-based training component. <b>Prerequisite:</b> EDLE 927 Advanced Teaching Strategies.
EDUC	808	<b>Mathematics for the Elementary Grades</b> Methods for teaching concepts in grades 1-6 including advanced concepts in the upper grades. Among the topics are the operations in addition, subtraction, multiplication and division of whole numbers, rational numbers and decimals; exponents; integers; coordinates; area; ratio; percentage; measurement; geometry; probability; and the metric system. Approaches to presenting the above-mentioned topics include visual media, use of concrete materials, hands-on workshops, individualized projects and class discussion. <b>Prerequisite:</b> MATH 113 Introduction to College Math.
EDUC	809	<b>Art for the Classroom Teacher</b> A workshop course designed to explore the value of arts and crafts in the total development of the child and an aid to effective teaching. Students will experiment with materials, processes and tools in order to better understand how children work in various art media. Two-dimensional areas, including weaving, printing and stenciling; and three-dimensional areas, including modeling, carving and scrap sculpturing, will be demonstrated. Each member of the class will be encouraged to experiment in each area and to develop suitable classroom projects. <b>Prerequisite:</b> Art Appreciation or its equivalent.
EDUC	866	<b>Education of the Gifted and Talente</b> The study of giftedness will cover social and cultural factors, screening, identification, education characteristics and strategies pertinent to developing effective programs for gifted children. <b>Prerequisite:</b> A course in Educational Psychology and teaching experience or permission of the instructor.
EDUC	914	<b>Advanced Instructional Theory and Practice: Mathematics and Science</b> Deals with curriculum development in mathematics, science, and technology; with the design and implementation of instructional strategies including use of appropriate technology; with the effective use of instructional resources; and with developing an advanced level of evaluation skills. Emphasizes curriculum integration and problem-solving approach to effective teaching.
EDUC	921	<b>Supervision, Staff Development and Collaborative Leadership</b> Emphasizes issues affecting the professional teacher and staff. Students practice interpersonal and technical skills to assist them in working with others and in improving the quality of classroom instruction. The course explores principles of change, trends, and models of staff development, issues related to sharing leadership among teachers and administrators, and the development of a professional culture in schools.
EDUC	925	<b>Curriculum: Theory and Practice</b> Examines theory and practice in curriculum development and evaluation. Emphasis is placed upon K-12 curriculum objectives, models of curriculum and relationships of curriculum to basic texts.



EDUC	926	<p><b>Issues and Influences in Education</b></p> <p>Examines issues and influences that affect education and educational practice. Attention is given to the special character of overseas education. Emphasis is placed on understanding and strategy building.</p>
EDUC	932	<p><b>Creative Teaching Techniques and Utilization of Multimedia</b></p> <p>An introduction to the appropriate use of media methods and creative techniques that improve classroom communication. Familiarization with available instructional multimedia and its proper utilization will be stressed. Emphasis also on organizational development and analyzing effective presentation strategies. There are opportunities, when appropriate, for on-site production experience.</p>
EDUC	940	<p><b>Adult Development and Learning</b></p> <p>Examines theories of adult development from adulthood to old age. Explores the cognitive, moral, physical, social and psychological development of the adult and those characteristics and patterns that are unique to adult learning and growth. A cross-cultural approach is emphasized. Current research and revisionists theories are reviewed.</p>
EDUC	990	<p><b>Directed Study in Education</b></p> <p>An in-depth investigation in a specific topic relating to the student's area of concentration. The selection is made by the student with written approval of the faculty advisor. The use of appropriate research methods and actual participation in programs under study will be stressed. Oral presentation and final written report are required.</p>
EDUC	991	<p><b>Philosophy of Education and Teaching Practice</b></p> <p>Deals with an understanding of educational philosophies as the basis for educational practice; with the development of one's own educational philosophy; and with the use of philosophical bases to address issues of instruction, (e.g. individual assessment, appropriate communication, and equality in education).</p>
EDUC	993	<p><b>Research Methods</b></p> <p>This course will stress the use of appropriate research methods in the selection and evaluation of data. Points of emphasis will include the nature of research, library techniques and resources, selections and delimitation, organization and format of a report, and necessary statistical concepts and methods of research. The student will be expected to demonstrate his/her knowledge of these in the design of a research project. <b>Prerequisite:</b> Approval of advisor or instructor.</p>
EDUC	994	<p><b>Social Foundations of Education</b></p> <p>American education in its social context: examination of historical antecedents and contemporary characteristics of schools and other agencies of education. Consideration of issues, problems and trends of importance to students of education.</p>
EDUC	998	<p><b>Language Development and Communication</b></p> <p>Considers typical and atypical language acquisitions and development in children. Topics covered include differences between first and second language acquisition, the communication process, the relationship between the language of the school and the language of the community. Implications of ethnic, linguistic, psychological, and cultural differences among children for language learning are explored.</p>
EDUC	999	<p><b>Research and Evaluation</b></p> <p>Focuses on practical research related to students, curriculum, and schools. Research methodology, including technology, is used to improve teaching, learning, and the educational setting. Students complete a content-specific research project related to their designated graduate program.</p>

INST	939	<b>Practicum in Instructional Technology</b> Provides students with an opportunity for a supervised experience in the teaching of technology to students in a public school classroom. For students seeking a first Initial License, a field-based 300-hour practicum is required. Students must complete 150 hours at each of any two of the following levels: PreK-6, 5-8, 8-12. For students seeking an additional Initial License, a 150-hour practicum in the role of the license sought in an appropriate classroom is required. The student is guided by the cooperating school system and his/her college supervisor. Students are required to meet the Professional Standards for Teachers as described in the Massachusetts Department of Elementary and Secondary Education regulations for Educator License. Students secure their own placement site, which must be approved by the College. <b>Prerequisites:</b> Permission of the advisor and Dean are required.
INST	941	<b>Internet for Educators</b> Designed for educators to accomplish the following: conduct effective searches by employing defined strategies using search directories, search engines, virtual libraries, specialized and proprietary databases and library catalogs; evaluate educational websites detailing its veracity, appropriateness, and educational value; examine important issues related to the classroom including academic integrity, Internet safety, and related student behavior to provide a safe, secure and excellent learning environment; conduct research related to the use of the Internet by educators; explore online tools to support a web-enhanced and/or online classroom; and create and publish a web-based inquiry-oriented classroom project. Participants develop and execute lesson plans that merge current curriculum standards and technology. Students begin development of an electronic portfolio to document their field-based experiences.
INST	943	<b>Impact of Technology on Education</b> A critical examination of the impact of using technology resources in the classroom including adaptive and assistive technologies and online tools. Students study critical thinking within a technological environment and incorporate them into curriculum. Students create model lessons that are technology-rich and project-based and include outstanding web resources. These lessons integrate graphic organizers, newsletters, and presentations. Students examine the direction of federal, state and district technology plans, learning styles and research proven instructional strategies that use technology and integrate into lessons. Students continue the development of an electronic portfolio to document their field-based experiences. <b>Prerequisite:</b> INST 941 Internet for Educators.
INST	946	<b>Using the Computer as a Research Tool</b> Provides teachers and administrators with strategies for developing and implementing computer-assisted research. Participants use the computer to facilitate in-depth, project-based research pertaining to instructional technology. This course is taught online by way of an interactive Web site. Students develop projects that require direct involvement with students in their own classroom. <b>Prerequisites:</b> INST 941 Internet for Educators and INST 943 Impact of Technology on Education.
INST	949	<b>Graphics and Technology</b> Addresses various skills related to image management in the production of teacher-made materials, in the use of presentation software, and in Web publishing. Participants apply concepts of project-based learning that demonstrate professionalism in the use of these tools and techniques. They also develop projects that require direct involvement with students in their own classrooms. <b>Prerequisites:</b> INST 941 Internet for Educators and INST 943 Impact of Technology on Education.

INST	951	<p><b>Mathematics Instruction with Technology</b></p> <p>A course that identifies the mathematical content of the K-12 school curriculum as defined by the Massachusetts Curriculum Framework. Students learn how to use technology to enhance the teaching of mathematics. The Internet is utilized to conduct research for mathematical knowledge and technological pedagogical applications. <b>Prerequisite:</b> INST 941 Internet for Educators and INST 943 Impact of Technology on Education, or permission of the instructor. NOTE: Students who completed 84.952 Technology for Mathematics and Science Instruction cannot enroll in INST 951 Mathematics Instruction with Technology.</p>
INST	954	<p><b>Technology Infrastructure Management</b></p> <p>Designed to provide teachers with the strategies for maintaining and troubleshooting their computers by using a series of hands-on activities. Topics include computer hardware and peripherals, operating systems, system administration tools, networking, network management, and troubleshooting. A series of discussions are held about the issues facing technology leaders including computer donations, Internet safety, spyware, asset management, virus protection, and total cost of ownership. Through extensive discussion and project-based assignments, differentiated experiences are provided to meet the diverse needs of the students in this class. Students continue the development of an electronic portfolio to document their field-based experiences. <b>Prerequisites:</b> INST 941 Internet for Educators and INST 943 Impact of Technology on Education.</p>
INST	955	<p><b>Discipline-Specific Topics in Instructional Technology</b></p> <p>Designed as an advanced course in curriculum and instructional technology that enables students to develop in-depth projects pertaining to their own grade level, teaching discipline, or school based priorities. Students develop advanced projects by using a multiplicity of technologies and present their results by way of multimedia formats. Participants develop projects that require direct involvement with students in their own classrooms. <b>Prerequisites:</b> INST 941 Internet for Educators and INST 943 Impact of Technology.</p>
INST	959	<p><b>Systemic Change: Curriculum, Instructional Technology and Professional Development</b></p> <p>Designed as a capstone course about designing and implementing change. Students explore the process of change as it relates to technology integration and other improvements in a classroom, school or district. Participants consider the professional standards that address technology integration and professional development, as well as the ethical, legal and human dimensions of such a change. They explore the roles of supervisors, school councils and administrators within the context of strategic educational planning. They also explore leadership and supervisory approaches to the redesign of instruction through emerging and online technologies, even within the context of limited financial resources and administrative preoccupation with other matters. Students continue the development of an electronic portfolio to document their field-based experiences. <b>Prerequisites:</b> Completion of all concentration courses (INST 941, INST 943, INST 951 and INST 954) and permission of the advisor.</p>
INST	961	<p><b>Instructional Design and Emerging Technologies</b></p> <p>An intensive review of the availability, assessment and integration of pre-packaged software, textbook related resources (companion CDs, DVDs, Web sites), teacher developed Web sites, wireless laptop programs, other online tools for instructional development, and inclusion of selected hypermedia tools. <b>Prerequisite:</b> INST 943 Impact of Technology on Education.</p>

INST	968	<b>Introduction to Assistive Technology</b> An exploration of the definitions of assistive technology, and investigates the scope of assistive technology services and devices and their applications for use in the home, school, workplace and community activities. Students examine current research and development in the field. Students study federal and state laws and regulations regarding assistive technology, and identify local funding sources and funding issues. Students develop knowledge of occupational therapy and physical therapy and the role of the therapists in the assistive technology service planning process. Students practice effective communication and collaboration skills; develop skills in working with individuals and families using a client-centered process that fosters self determination; develop cross-cultural competence to work with clients from diverse cultural backgrounds; and examine ethical and related professional issues. <b>Prerequisite:</b> INST 943 Impact of Technology on Education.
INST	970	<b>Technology Integration and Emerging Assessment Practices</b> A study of the use of authentic assessment procedures within the context of technology tools. Attention is given to interactive and collaborative assessment practices from face-to-face peer review in early grades to online peer review of projects and papers in upper grades. Participants develop an electronic portfolio and learn about various electronic assessment processes at grade-appropriate levels from elementary through secondary grades. <b>Prerequisite:</b> INST 943 Impact of Technology on Education.
INST	978	<b>Assistive Technology Applications</b> The study of disability-specific and activity-specific assistive technology services and equipment. Students investigate ergonomics, seating, posture and mobility issues related to the use of assistive technology devices. They develop competence in selecting and implementing assessments to identify a client's assistive technology needs; develop assistive technology plans based on client's goals and assessment information; and identify specific funding sources to acquire the recommended services and equipment. Students work collaboratively with other professionals to teach client to use and evaluate the assistive technology services and equipment. Field based experience: A required component of INST 978 Assistive Technology Applications. Under the supervision of an experienced mentor, students work with a client to provide support to use person-centered planning to identify client's goals, assess client's assistive technology needs to meet those goals, develop an assistive technology plan and identify funding sources, teach the client how to use the acquired services and equipment; and collaboratively evaluate the effectiveness of the plan in meeting the client's goals (Minimum: 25 hours). <b>Prerequisite:</b> INST 968 Introduction to Assistive Technology.
INST	981	<b>Seminar: Advanced Topics in Instructional Technology</b> An exploration of an advanced and current theme in instructional technology. This seminar affords students an opportunity to integrate their knowledge by researching a topic related to the theme of the course, subject to the approval of the instructor. Individual and team-based projects are presented online in a collaborative environment. Peer review is an important part of the evaluation process. <b>Prerequisite:</b> Completion of all other program requirements.

LTRC	900	<p><b>Research and Practice in Reading</b></p> <p>Addresses research and practice relative to the fundamental principles of reading instruction including the reading process, the reading workshop, a literate environment, emergent literacy, reading skills and strategies, approaches to the teaching of reading, instructional materials and informal assessment. Students will be required to spend a minimum of four hours per week for 12 weeks in a pre-practicum field experience. The preferred field site is an elementary or middle school classroom where developmental reading is taught. Arrangements for the field experience are the student's responsibility. <b>Prerequisite:</b> A recent introductory course in the teaching of reading or the teaching of language arts.</p>
LTRC	901	<p><b>Integrating the Language Arts</b></p> <p>Addresses research and practice relative to the fundamental principles of teaching the language arts using an integrated approach. Using a literature-based model, emphasis will be placed on the writing process and the reading-writing connection. Learning strategies, instructional methods and materials, and evaluation techniques will be integrated throughout the course. Students will create a portfolio demonstrating their competence as teachers of integrated language arts. Students will be required to spend a minimum of four hours per week for 12 weeks in a pre-practicum field experience. The preferred field site is an elementary or middle school classroom where the language arts are taught. Arrangements for the field experience are the student's responsibility. <b>Prerequisite:</b> An introductory course in the teaching of reading or the teaching of the language arts.</p>
LTRC	902	<p><b>Reading and Writing in the Content Area</b></p> <p>Addresses the fundamental procedures related to integrating the language arts across the curriculum. Instructional strategies will combine reading process and writing process theory with all content areas. Current research and strategies for working with content area teachers will be integrated throughout the course. <b>Prerequisites:</b> LTRC 900 Research and Practice in Reading and LTRC 901 Integrating the Language Arts.</p>
LTRC	903	<p><b>Assessment for Learning Styles and Strategies</b></p> <p>Addresses the fundamental principles of assessment, evaluation, diagnosis, and treatment of reading and writing. Topics will include observation techniques, the running record, portfolios, the administration and interpretation of individual and group tests, formal and informal instruments, the development of individual and classroom corrective programs, and remediation strategies. Students will be required to spend a minimum of four hours per week for 12 weeks in a pre-practicum field experience. The preferred field site is an elementary or middle school classroom where the language arts are taught. Arrangements for the field experience are the student's responsibility. <b>Prerequisites:</b> LTRC 900 Research and Practice in Reading and LTRC 901 Integrating the Language Arts.</p>
LTRC	907	<p><b>Literacy Instruction</b></p> <p>Addresses principles of reading and writing instruction at all levels and includes reading and writing process, skills and strategies, phonemic awareness and phonics, approaches, instructional materials, and informal assessment. Note: Credit will not be given for both LTRC 907 Literacy Instruction and LTRC 830 Advanced Literacy Instruction/Developmental Reading.</p>

LTRC	910	<p><b>Leadership and Consultation in the Language Arts</b></p> <p>Addresses the basic responsibilities of the Specialist Teacher in Reading (Initial License). Topics will include organization and supervision of reading and language arts programs; selection of instructional materials; evaluation of classroom instruction; planning and implementing staff development; working with teachers to organize and manage language arts classrooms; and consulting with various groups within the school community. Students will be required to spend a minimum of 75 hours in an approved field experience. On-site responsibilities include working directly with youngsters and conducting a teacher or parent workshop. <b>Prerequisites:</b> Completion of all other courses except LTRC 952 Practicum in Literacy and Language with Seminar. Prior written approval by the advisor is also required.</p>
LTRC	920	<p><b>Issues and Strategies in Reading and Literacy Instruction</b></p> <p>Emphasizes prominent issues facing literacy education today. Basic concepts, approaches, and strategies essential for good literacy teaching will be addressed. Topics include the nature of early literacy acquisition, comprehension and word analysis strategies, literature and reader response, use of alternative or authentic assessment, with emphasis on portfolios, classroom organization and management strategies, family literacy, and the influence of cultural linguistic diversity on reading instruction.</p>
LTRC	922	<p><b>Reading: The Literacy Coach</b></p> <p>Designed to address the basic responsibilities of the Literacy Coach. Topics include roles and responsibilities, knowledge of the reading process and how that process applies to each stage of literacy learning, benchmarks of literacy learning, assessment collection and interpretation of data, components of a comprehensive literacy program, practical aspects of literacy coaching, working relationships with school administrators, and appropriate ways to advocate change. <b>Prerequisite:</b> Initial license as Specialist Teacher: Reading.</p>
LTRC	926	<p><b>Teaching the Writing Process</b></p> <p>Addresses the fundamental principles of teaching the writing process. Using a writing workshop model, topics covered will include journal writing, the writer's notebook, the reading writing connection, the mini-lesson, writing in the content areas, literature and writing, and assessment of writing. Students will create a writer's portfolio. <b>Prerequisite:</b> An introductory course in the teaching of reading or in the teaching of language arts.</p>
LTRC	930	<p><b>Literacy Instruction for Diverse Learners</b></p> <p>Addresses differentiated instruction in reading and writing including assessment, learner profiles, instructional design, and implications for literacy learning. Students design and implement a literacy program for learners with disabilities. This course includes a required prepracticum, field-based experience of 25 hours. The majority of the time is spent working with an individual student. <b>Prerequisite:</b> LTRC 907 Literacy Instruction. Open to matriculated graduate students or by permission of the special education program coordinator.</p>
LTRC	933	<p><b>Reading and Technology</b></p> <p>Designed to help literacy specialists become more skilled in their use of technology. Topics include using a variety of applications to support the work of the literacy specialist, designing documents and resources to complement literacy instruction, evaluating literacy software, integrating technology into the literacy curriculum, using the Internet as a literacy resource, and designing literacy-related web pages. <b>Prerequisite:</b> Initial license as Specialist Teacher: Reading.</p>

LTRC	952	<p><b>Practicum in Literacy and Language with Seminar</b></p> <p>Designed for students seeking the Initial Specialist Teacher: Reading License. This course is a field-based 150-hour practicum experience demonstrating mastery of the subject matter knowledge relative to the Specialist Teacher in Reading. Seminar topics include current literacy instruction, theory and practice. The candidate must also meet the Professional Standards for Teachers as described in the Massachusetts Department of Elementary and Secondary Education Regulations for Educator Licensure. Students secure their own placement site, which must be approved by the College. <b>Prerequisites:</b> Successful completion of all required courses in the Master of Education with a concentration in Literacy and Language; a passing score on the Specialist Teacher: Reading MTEL (08); permission of advisor to Literacy and Language program and Dean, three months prior to the Practicum.</p>
LTRC	976	<p><b>Seminar in Reading Research</b></p> <p>Designed for literacy specialists who desire a broader understanding of historical and contemporary research in literacy and literacy instruction. Students read, review and discuss reading research; connect reading research to instructional change; study legislation related to literacy instruction and how that legislation impacts literacy instruction; and participate in an approved literacy list-serv. Emphasizes the application of literacy learning to the role of the literacy specialist. <b>Prerequisite:</b> Initial license as Specialist Teacher: Reading.</p>
PBTL	002	<p><b>Field Study in Education (formerly EDUC 002 Field Study in Education)</b></p> <p>The initial field experience for all students in the Post Baccalaureate Teacher Licensure Program (PBTL). Students observe and participate in a wide spectrum of experiences in public (non-charter) schools to develop understanding of classrooms, schools, teachers, and administrators, and their respective roles and responsibilities. <b>Prerequisites:</b> Bachelor's degree from an accredited college or university. Students must have made application to the PBTL program. Students must have completed or be enrolled in either PBTL 992 Learning and Human Development or PBTL 997 Children, Adolescents, School and Society concurrently. Not open to undergraduate students.</p>
PBTL	888	<p><b>Post Baccalaureate Practicum Equivalent A</b>  <b>(First half of spring semester. Credit: two courses; eight semester hours)</b></p> <p>A supervised teaching experience offered during the spring semester only for Post-Baccalaureate students preparing for an Initial License. This experience provides students with an opportunity to further develop teaching competencies under the guidance of a supervising teacher and a college supervisor. During regularly held seminars, students refine instructional techniques, solve problems, and reflect on teaching practice. Students who wish to apply to use a semester of employment by a cooperating school district either as a teacher of record or as an aide in the field and at the level of the license sought must be so employed at the time of application for the Practicum Equivalent. The Framingham State University Education Department will review applications on a case by case basis, with regard to the candidate's position of employment; variety and range of prepracticum and practicum experiences; and the quality and proximity of the school arrangements. <b>Prerequisites:</b> A passing score(s) on the appropriate subject area test(s) of the Massachusetts Test for Educator Licensure (MTEL) including the Foundations of Reading test for Early Childhood or Elementary Education candidates; completion of all other PBTL program requirements; and a minimum 2.7 quality point average (qpa) in all courses taken at Framingham State University. Applications for the Practicum Equivalent must be submitted to the Field Placement Office of the Framingham State University Education Department for spring semester only, no later than October 1.</p>

PBTL	889	<b>Post Baccalaureate Practicum Equivalent B (Second half of spring semester. Credit: two courses, eight semester hours)</b> The second part of the supervised teaching experience for Post-Baccalaureate students preparing for initial licensure and offered during the spring semester only. Students continue in the role and at the level of the license sought through the spring semester including at least 150 hours of teaching responsibility. Candidate must demonstrate competence in all standards required by the Massachusetts Department of Elementary and Secondary Education. <b>Prerequisite:</b> Satisfactory completion of PBTL 888 Practicum Equivalent A.
PBTL	992	<b>Learning and Human Development</b> Examines human development from a life span perspective covering topics beginning with conception and continuing through the process of aging. Learning and developmental theories are presented with an emphasis on understanding the individual's cognitive, social and emotional growth, and also his/her successful transition through each life stage.
PBTL	997	<b>Children, Adolescents, School and Society</b> Deals with effective teaching of children and adolescents who live in our complex world; children who are abused or neglected; who come from families under stress or who are contending with physical, psychological, economic or linguistic obstacles. The roles of outside agencies and community resources and their relationships with families and schools are explored. Also takes into account law, public policy, and advocacy issues related to children and families.
SPED	905	<b>Creating and Sustaining Positive Secondary Learning Environments: Part I</b> Designed to develop a framework for creating and sustaining positive school and classroom learning environments in middle and high schools through the use of a positive behavior support system. Participants examine factors contributing to positive classroom and school environments and identify causes or risk factors for the development of challenging behaviors. They examine the purpose and structure of the functional behavior assessment (FBA), and they develop skills in collecting behavioral information and using the data to plan primary and secondary level interventions. Participants examine behavioral expectations in cultural contexts different from their own and/or their schools' and analyze the implications for developing behavior interventions and teaching social skills.
SPED	906	<b>Creating and Sustaining Positive Secondary Learning Environments: Part II</b> Further develop participants' framework for creating and sustaining positive school and classroom learning environments through the use of primary, secondary and tertiary prevention and intervention strategies, with a focus on students' needs at the secondary and tertiary levels. Participants develop skills in collecting behavioral information through the use of frequency, duration, intensity and latency measures of observed behaviors. Participants conduct a functional behavior assessment (FBA) and use the results to plan, implement and evaluate a positive behavioral support plan that includes primary, secondary and/or tertiary level interventions. Participants also examine school-wide use of positive behavior supports. <b>Prerequisites:</b> SPED 905 Creating and Sustaining Positive Secondary Learning Environments: Part I preferred, but not required.



SPED	908	<p><b>Fundamentals of Teaching Diverse Learners</b></p> <p>Provides fundamentals of effective teaching practices that promote access to the general curriculum for students with disabilities and other diverse needs in general education and special education settings. The focus is on understanding students as learners while exploring a variety of approaches, strategies, and adaptations to interaction, instruction, learning activities and assessment. Emphasis is on the teacher's roles, tasks, and responsibility for designing, organizing, and managing delivery of instruction using research-based practices such as Universal Design for Learning, differentiated instruction and individual accommodations.</p>
SPED	924	<p><b>Issues and Influences in Education</b></p> <p>Examines the theories and treatment of students with special needs in the regular classroom. Included are major theories, current research, analysis of model programs, diagnoses, materials, strategies and multi-disciplinary factors.</p>
SPED	937	<p><b>Connecting Mathematical Concepts and Teaching</b></p> <p>Designed for teachers to investigate the major mathematical concepts and content found in the Massachusetts Mathematics Curriculum Framework, in order to improve their understanding and recognition of connections within the mathematical curriculum. By analyzing classroom cases, participants learn to identify mathematical concepts with which students struggle. Teachers improve their ability to communicate mathematical ideas to students.</p>
SPED	944	<p><b>Practicum in Special Needs: Grades PreK-8</b></p> <p>For students seeking the Teacher of Students with Moderate Disabilities PreK-8 license. A300 hour experience in grades PreK-8, 75 hours of which must be completed in an inclusive, general education setting. The remaining 225 hours may be completed in an inclusive, general education setting or in a separate or substantially separate setting for students with moderate disabilities. Students secure their own placement site(s), which must be approved by the College. Permission of the Program Coordinator and Associate Dean are required. Application must be submitted a minimum of three months prior to the semester the student wants to enroll in the practicum. <b>Prerequisites:</b> Submission of evidence of passing scores on all MTEL tests required for the PreK-8 license prior to the first day of the practicum; completion of all special education concentration courses or enrollment in final concentration course concurrently with the practicum.</p>
SPED	945	<p><b>Practicum in Special Needs: Grades 5-12</b></p> <p>For students seeking the Teacher of Students with Moderate Disabilities, Grades 5-12 license. A 150 hour experience in grades 5-12, 75 hours of which must be completed in an inclusive, general education setting. The remaining 75 hours may be completed in an inclusive, general education setting or in a separate or substantially separate classroom setting for students with moderate disabilities. Students secure their own placement site(s), which must be approved by the College. Permission of the Program Coordinator and Associate Dean are required. Application must be submitted a minimum of three months prior to the semester the student wants to enroll in the practicum. <b>Prerequisites:</b> Submission of evidence of passing scores on all MTEL tests required for the 512 license prior to the first day of the practicum; completion of all special education concentration courses or enrollment in final concentration course concurrently with the practicum.</p>

SPED	956	<b>Curriculum Development and Modification</b> Examines various curriculum designs to determine realistic goals for students with different learning styles. Classroom structure and design, cooperative learning, peer tutoring, social skills coaching, alternative communication approaches, and team teaching are strategies that are explored. Emphasis is placed on collaborative planning of curriculum units (academic, vocational, life skills), by the interdisciplinary team that address the needs and strengths of each student. Students develop curriculum units, conduct field tests, evaluate and modify their plans. This course includes a required pre-practicum field-based experience of 25 hours in a public school or other approved educational setting. <b>Prerequisite:</b> SPED 962 Developmental Patterns of Children with Special Needs. Open to matriculated graduate students or by permission of the special education program coordinator.
SPED	960	<b>Assessment of Learning Problems</b> Observation, recording and analysis of children's behaviors through culturally sensitive formal and informal assessments. Diagnostic tests in areas of cognitive, affective, psycho motor and social development, and approaches such as archival research, the development of narrative reports, and portfolio assessment techniques are used. Collaboration with other professionals to develop a comprehensive assessment of the student's abilities is an integral part of the course. Translation of results into meaningful educational practice is stressed. This course includes a required pre-practicum field-based experience of 25 hours in a public school or other approved educational setting. <b>Prerequisite:</b> SPED 962 Developmental Patterns of Children with Special Needs. Open to matriculated graduate students or by permission of the special education program coordinator.
SPED	962	<b>Developmental Patterns of Children with Special Needs</b> Reviews the developmental sequence from birth through adulthood with emphasis on understanding various pervasive and developmental delays and disabilities. Appropriate educational planning that supports the cognitive, linguistic, social/emotional and physical growth of students in an integrated setting will be examined. Particular emphasis is placed on the interdisciplinary team approach that supports collaboration between the general education classroom teacher and other personnel to provide an appropriate program for students with special needs. This course includes a required pre-practicum field-based experience of 25 hours in a public school or other approved educational setting.
SPED	963	<b>Behavior and Classroom Management</b> Designed to familiarize students with management strategies including behavior and psychodynamic approaches appropriate for classroom implementation as well as home-school behavior management. Many theories are explored with provisions for teachers to select options in order to meet the individual needs of students in a small and large group setting. Class participants learn how outside agencies can be utilized to affect student behavior. Focus is on systematic data collection, objective reporting, and various methods of reinforcement to elicit appropriate behavior. <b>Prerequisite:</b> SPED 962 Developmental Pattern of Children with Special Needs. Open to matriculated graduate students or by permission of the special education program coordinator.
SPED	964	<b>Collaborative Educational Planning</b> Preparation and review of individual educational plans to comply with existing federal legislation, state laws, and eligibility guidelines. Exemplary practices including in-class delivery of special services are addressed. Students identify appropriate resources and agencies for effective collaboration including those necessary to facilitate a smooth transition to adult services. <b>Prerequisite:</b> SPED 960 Assessment of Learning Problems. Open to matriculated graduate students or by permission of the special education program coordinator.

English		
ENGL	803	<p><b>Japanese Cinema</b></p> <p>An intensive examination of a significant national cinema. This course focuses on the distinct aesthetic style and themes of such major directors as Ozu, Mizoguchi, and Kurosawa; the social, political, and cultural conditions that influence their films, and the ways in which these films reflect the values and concerns of Japanese society. <b>Prerequisite:</b> A previous film course or permission of the instructor.</p>
ENGL	813	<p><b>Medieval and Renaissance Drama (Group A)</b></p> <p>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 (formerly English Drama from the Middle Ages to the Eighteenth Century). <b>Prerequisite:</b> Two undergraduate <b>literature</b> courses at the 300-level or higher, or one graduate <b>literature</b> course, or permission of the instructor or chair of the English Department.</p>
ENGL	814	<p><b>The Romantic Movement (Group B)</b></p> <p>A critical and historical study of Romanticism in English literature. Concentration will be on the major poets: Wordsworth, Coleridge, Byron, Shelley, and Keats. <b>Prerequisite:</b> Two undergraduate <b>literature</b> courses at the 300-level or higher, or one graduate <b>literature</b> course, or permission of the instructor or chair of the English Department.</p>
ENGL	816	<p><b>English Renaissance Literature (Group A)</b></p> <p>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 (formerly Poetry and Prose of the English Renaissance). <b>Prerequisite:</b> Two undergraduate <b>literature</b> courses at the 300-level or higher, or one graduate <b>literature</b> course, or permission of the instructor or chair of the English Department.</p>
ENGL	817	<p><b>Rise and Establishment of the English Novel (Group B)</b></p> <p>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. <b>Prerequisite:</b> Two undergraduate <b>literature</b> courses at the 300-level or higher, or one graduate <b>literature</b> course, or permission of the instructor or chair of the English Department.</p>
ENGL	818	<p><b>The Nineteenth Century British Novel (Group B)</b></p> <p>A study of the nineteenth century British novel, including works from a variety of authors through the century, such as the Brontes, Dickens, George Eliot, Gissing, and Hardy (formerly Nineteenth and Twentieth Century English Fiction). <b>Prerequisite:</b> Two undergraduate <b>literature</b> courses at the 300-level or higher, or one graduate <b>literature</b> course, or permission of the instructor or chair of the English Department.</p>
ENGL	825	<p><b>Studies in Film</b></p> <p>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 of work, classical or contemporary film theory, or a specific period in film history. <b>Prerequisites:</b> Completion of requirements for admission to the English graduate program and one of the following film courses: ENGL 205 Film History and Criticism, ENGL 206 Film and Literature, ENGL 207 The Language of Film, ENGL 208 Film Genres, or permission of the instructor.</p>

ENGL	829	<p><b>The Victorian Period (Group B)</b>  A study of British poetry and prose (exclusive of the novel) from the 1830's to the end of the nineteenth century with emphasis on forces and influences that have helped to shape the present. Historical and social backgrounds of the literature; major philosophical ideas and conflicts; aesthetic developments; and relationships with American and continental Europe are covered. <b>Prerequisite:</b> Two undergraduate <b>literature</b> courses at the 300-level or higher, or one graduate <b>literature</b> course, or permission of the instructor or chair of the English Department.</p>
ENGL	832	<p><b>Whitman, Dickinson and Frost (Group C)</b>  Careful reading of selected writings which reflect the development of these two major New England poets. <b>Prerequisite:</b> Two undergraduate <b>literature</b> courses at the 300-level or higher, or one graduate <b>literature</b> course, or permission of the instructor or chair of the English Department.</p>
ENGL	837	<p><b>Studies in Shakespeare (Group A)</b>  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 Shakespearean Families, Gender and Genre in Shakespeare, Shakespeare's Dramatic Imagery, and Shakespeare's Tragic Heroes. <b>Prerequisite:</b> Two undergraduate <b>literature</b> courses at the 300-level or higher, or one graduate <b>literature</b> course, or permission of the instructor or chair of the English Department.</p>
ENGL	843	<p><b>Russian Literature in Translation (Group E)</b>  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 will be studied for the purpose of tracing the continuing concerns of Russian writers before and after the Revolution. All readings will be in English translation. <b>Prerequisite:</b> Two undergraduate <b>literature</b> courses at the 300-level or higher, or one graduate <b>literature</b> course, or permission of the instructor or chair of the English Department.</p>
ENGL	846	<p><b>Modern Drama (Group E)</b>  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. <b>Prerequisite:</b> Two undergraduate <b>literature</b> courses at the 300-level or higher, or one graduate <b>literature</b> course, or permission of the instructor or chair of the English Department.</p>
ENGL	848	<p><b>Studies in the Bible as Literature (Group D)</b>  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. <b>Prerequisite:</b> Two undergraduate <b>literature</b> courses at the 300-level or higher, or one graduate <b>literature</b> course, or permission of the instructor or chair of the English Department.</p>
ENGL	850	<p><b>Modern British and American Poetry (Group B or Group C but not both)</b>  A study of various modern poets, including Yeats, Eliot, Frost, Robinson, Houseman, Hardy, and Hopkins. Attention is be 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. <b>Prerequisite:</b> Two undergraduate <b>literature</b> courses at the 300-level or higher, or one graduate <b>literature</b> course, or permission of the instructor or chair of the English Department.</p>

ENGL	852	<p><b>The Twentieth-Century Novel (Group E)</b> 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. <b>Prerequisite:</b> Two undergraduate <b>literature</b> courses at the 300-level or higher, or one graduate <b>literature</b> course, or permission of the instructor or chair of the English Department.</p>
ENGL	856	<p><b>Civic Writing</b> Designed to teach students to write on civic matters for public audiences. Students study examples of public discourse and develop their own projects, which may include co-op columns, blog writing, and policy proposals. At least one project is sent directly to its intended public audience. Particular attention is paid to ethical or rhetorical practices.</p>
ENGL	858	<p><b>Writing Fiction</b> A workshop in reading and writing short fiction with an emphasis on writing from personal experience, use of traditional forms, and developing narrative voice, characters, plot, and setting.</p>
ENGL	860	<p><b>Critical Writing</b> 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. <b>Prerequisite:</b> One graduate English literature course or one undergraduate English literature course at the 200 level or higher.</p>
ENGL	861	<p><b>Creative Writing</b> A study of the methods and techniques of creative writing with emphasis on the variety of forms used in contemporary literature. Students will be encouraged to experiment both in prose and poetry in order to develop new strategies to express their experiences and feelings. Manuscripts will be read in class.</p>
ENGL	862	<p><b>American Romanticism (Group C)</b> 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. <b>Prerequisite:</b> Two undergraduate <b>literature</b> courses at the 300-level or higher, or one graduate <b>literature</b> course, or permission of the instructor or chair of the English Department.</p>
ENGL	863	<p><b>Prose Writing</b> The writing of non-fiction prose, including narration, description, and exposition, to help students improve their general ability to communicate experiences, observations, and thoughts.</p>
ENGL	865	<p><b>Professional Writing</b> A career-oriented course introducing students to a wide variety of writing formats used in business, government, and the professions. Resumes, employment documents, letters and memos, short proposals, public relations, advertising documents, and basic aspects of technical description are among the writing assignments. Critiquing, rewriting, editing, and word processing are integral parts of this course. Note: Credit will not be given for this course if it is taken after Business Writing or Technical Writing.</p>

ENGL	870	<b>Current Trends in Children's Literature</b> A theoretically informed study of current books for children and young adults, with particular emphasis on literary developments, publishing and marketing trends, and recent academic debates. Students consider the social, technological, and professional contexts in which children's books are created, evaluated and marketed. Students enrolled in this course for graduate credit are expected to produce an extensive essay of literary analysis as well as additional assignments as determined by the instructor. <b>Prerequisites:</b> Two (2) undergraduate courses at the 300-level or higher or one graduate literature course or permission of the instructor.
ENGL	871	<b>Business Writing</b> An advanced course to develop students' abilities in business communication, both written and oral. Typical projects involve work on newsletters, brochures, proposals, documented reports, and speeches, as well as major oral and written presentations including visual aids. Students are exposed to the problems of writing within a business organization and to the strategic value of word choice, tone and tact in corporate communications. The course will include hands-on experience in word processing and use of graphics. <b>Prerequisite:</b> ENGL 865 Professional Writing or permission of the instructor.
ENGL	872	<b>Technical Writing</b> An advanced writing course culminating in preparation of major reports based on technical subjects and meeting publication standards in the field. Students are exposed to technology and to methods of objective reporting and writing definitions, descriptions, instructions, and summaries. The course includes editing and writing for technical and non-technical audiences and hands-on experience in word processing and graphics. Prior coursework in technical subjects is useful. <b>Prerequisite:</b> ENGL 865 Professional Writing or permission of the instructor.
ENGL	873	<b>Chaucer (Group A)</b> 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. The works will be read in Middle English; an introduction to Chaucer's language will be given. <b>Prerequisite:</b> Two undergraduate <b>literature</b> courses at the 300-level or higher, or one graduate <b>literature</b> course, or permission of the instructor or chair of the English Department.
ENGL	874	<b>American Realism and Naturalism (Group C)</b> 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. <b>Prerequisite:</b> Two undergraduate <b>literature</b> courses at the 300-level or higher, or one graduate <b>literature</b> course, or permission of the instructor or chair of the English Department.
ENGL	875	<b>History of Children's Literature</b> A survey of children's literature from the eighteenth century to the present. Topics may include early chapbooks, picture books, and the development of the novel for children. Students examine changing representations of the child and the role literature has played in defining childhood. Students will produce an extensive essay of literary analysis as well as additional assignments as determined by the instructor. <b>Prerequisite:</b> Two undergraduate <b>literature</b> courses at the 300-level or higher, or one graduate <b>literature</b> course, or permission of the instructor or chair of the English Department.

ENGL	880	<p><b>Writing for Publication</b></p> <p>An advanced writing course in which students learn to produce professional quality essays. Each time the course is offered, it will focus on three general areas, such as: Writing about Public Affairs; Writing about Science and Technology; Writing about the Arts; Writing about Gender; and Writing about Sports. In each area students will read published writing, study the markets, and write extended essays. Classes include workshops, individual conferences, and simulation of what occurs at each stage of the writing process leading to publication.</p>
ENGL	881	<p><b>Writing for Children</b></p> <p>An advanced writing workshop in the methods and techniques of writing for children. Students compose poetry, fiction-and non-fiction prose for readers aged three to eighteen. Activities include analysis of children's literature and group critiques of students' work. As an advanced course, this workshop requires a strong background in creative writing and students are expected to produce an extensive portfolio of sophisticated creative work. Note: Inexperienced writers are advised to first take a creative writing course at the 200/undergraduate level. <b>Prerequisites:</b> Two (2) undergraduate courses at the 300-level or higher or one graduate literature course or permission of the instructor.</p>
ENGL	883	<p><b>Contemporary American Fiction</b></p> <p>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 883 Contemporary American Fiction and ENGL 379 Contemporary European and American Literature. <b>Prerequisite:</b> Two undergraduate <b>literature</b> courses at the 300-level or higher, or one graduate <b>literature</b> course, or permission of the instructor or chair of the English Department.</p>
ENGL	885	<p><b>Seminar in Prose Writing</b></p> <p>An advanced writing workshop for students who have already 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. <b>Prerequisite:</b> ENGL 284/ENGL 863 Prose Writing or permission of the instructor.</p>
ENGL	889	<p><b>Practicum in English</b></p> <p>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. Arrangements must be made during the semester before the beginning of the practicum and approved by the chair of the English Department.</p>
ENGL	890	<p><b>The English Language</b></p> <p>A study of the ancestry of English, of the processes and results of change in sound, form, and meaning; and an analysis of the present structure of English and of the methods of describing the structure. In addition, the classification of languages, social and regional dialects, and theories of language origin and acquisition are examined in order to give the student a general understanding of modern developments in linguistics. <b>Prerequisite:</b> One graduate English literature course or one undergraduate English literature course at the 200 level or higher.</p>
ENGL	895	<p><b>Seminar in Creative Writing</b></p> <p>Students will be encouraged to follow their own writing interests, particularly in long projects. Reading and discussion of manuscripts. <b>Prerequisite:</b> Permission of the instructor.</p>

ENGL	896	<p><b>ENGL 896 Seminar in Literature</b></p> <p>An advanced seminar for graduate students. The topic—a period, theme, or major author—changes from term to term. Students are responsible for original criticism and research in the form of short papers, oral presentations, and a longer paper. Note: ENGL 422 is not a substitute for this course. <b>Prerequisite:</b> Two undergraduate <b>literature</b> courses at the 300-level or higher, or one graduate <b>literature</b> course, or permission of the instructor or chair of the English Department.</p>
ENGL	919	<p><b>Twentieth-Century Literature of the American South (Group C)</b></p> <p>A study of the diverse writing of the American South in relation to the historical, socioeconomic, and cultural context of the region from which it emerged. Themes may include race relations and the influence of the Civil War on southern views of regional and national identity. Critical reading of works by authors such as James Weldon Johnson, William Faulkner, Erskine Caldwell, Zora Neale Hurston, Alan Tate, Robert Penn Warren, Ralph Ellison, Flannery O'Connor, and Walker Percy. <b>Prerequisite:</b> Two undergraduate <b>literature</b> courses at the 300-level or higher, or one graduate <b>literature</b> course, or permission of the instructor or chair of the English Department.</p>
ENGL	930	<p><b>Workshop in Children's Literature</b></p> <p>An advanced workshop that explores the relationship between children's literature and the curriculum of grades Pre-K through 12. Students study various genres in children's and young adult literature, submitting lesson plans and related activities to the class for critique. Special attention is paid to children's book authors and illustrators recommended by the Massachusetts English Language Arts Curriculum Framework. Note: This course is designed for teachers interested in enhancing their classes. Those interested in the literary analysis of Children's Literature are advised to enroll in ENGL 875 History of Children's Literature, ENGL 870 Current Trends in Children's Literature, ENGL 942 Children's Literature: Critical Approaches, and ENGL 946 Young Adult Literature: Critical Approaches. Students who have taken 21.887 Workshop in Children's Literature may not receive credit for this course.</p>
ENGL	942	<p><b>Children's Literature: Critical Approaches</b></p> <p>A critical approach to traditional and contemporary literature for children from Pre-K through grade 6 including poetry, folklore, fantasy, realistic and problem stories, biography and selected informational books. Students build on previous coursework in children's literature to apply evaluative criteria to the titles under consideration. In this advanced literature course, students read primary sources, critical essays, developing literary theories, and current topics in children's literature and complete an extensive, analytical, researched essay. This is an intensive course in literary analysis. Students beginning graduate study in Children's Literature are advised to enroll in ENGL 870 Current Trends in Children's Literature and/or ENGL 875 History of Children's Literature; students interested in studying Children's Literature for curriculum enhancement are advised to enroll in ENGL 930 Workshop in Children's Literature. Note: Students who have taken 21.866 Literature for Children may not receive credit for this course. <b>Prerequisites:</b> Two (2) undergraduate courses at the 300-level or higher or one graduate literature course or permission of the instructor.</p>



ENGL	946	<p><b>Young Adult Literature: Critical Approaches</b></p> <p>An advanced course that studies literature for children from grades 6 through 12. Students build on previous coursework in children's literature through the examination of classic and contemporary primary texts, literary criticism and recent theoretical developments. Textual analysis and evaluative criteria are applied in an extensive research essay. This is an intensive course in literary analysis. Students beginning graduate study in Children's Literature are advised to enroll in ENGL 870 Current Trends in Children's Literature and/or ENGL 875 History of Children's Literature; students interested in studying Children's Literature for curriculum enhancement are advised to enroll in ENGL 930 Workshop in Children's Literature. Note: Students who have taken 21.869 Literature for Young Adults may not receive credit for this course. <b>Prerequisites:</b> Two (2) undergraduate courses at the 300-level or higher or one graduate literature course or permission of the instructor.</p>
ENGL	990	<p><b>Directed Study in English</b></p> <p>A directed study supervised by a graduate faculty member of the English Department. The Directed Study will not substitute for Seminar in Literature. Directed Studies in different topics may be taken with the approval of the student's advisor. <b>Prerequisites:</b> Permission of the course instructor, program advisor, and Chair of the English Department.</p>
<b>Geography</b>		
ENVS	907	<p><b>Environmental Sustainability</b></p> <p>Designed to provide understanding of the concept of an integrated planet (Earth) and human-environment relationship. Students learn about the basic concepts and principles of ecosystems and how they function, and the ways in which humans use and misuse those ecosystems. Discussion includes environmental systems and how they work to support life and maintain long-term sustainability. Also assessed is the role of the human actions in creating environmental problems of pollution and disturbance.</p>
ENVS	927	<p><b>Sustainable Environmental Policy</b></p> <p>Designed for the student whose interest in the environment and environmental policy or whose field of present or future employment would be enhanced by an understanding of the various elements and concepts that influence sustainable policy making decisions. Discussion includes the political, economic, ethical, cultural, legal, scientific, and geographical conditions that frame sustainable policy making. The course concludes with applying these variables through advocacy skills to specific environmental areas of critical concern.</p>
ENVS	937	<p><b>Sustainable Energy Management: Production and Conservation</b></p> <p>An examination of physics, economics, and policy aspects of sustainable energy management. After a review of basic energy concepts and terms, including the physics of energy, power and heat, students examine the power grid and boundary conditions that places on energy management. Students then investigate renewable (including wind, hydro, biomass, geothermal, wave, tide, and solar); nuclear (including "micro" nuclear but excluding fusion); and biofuels (including diesel and alcohol), emphasizing the possibility of non-centralized power generation, local distribution, economics and policy. The course concludes with a careful examination of conservation methods and their economic and policy implications, as applied both to existing and new communities. Extensive readings from the technical literature, problem sets, and site visits are included in the class.</p>

ENVS	947	<b>Design of Sustainable Communities</b> An examination of the human and physical processes shaping the ecologies and environments of human settlements and how those processes are situated in institutional and regulatory frameworks. Varied approaches to sustainable design are considered, including New Urbanism, transit-orientated development, smart growth, and ecological economics. Analysis of the characteristics of sustainable urban systems, including wetlands and waterways (including approaches to flood mitigation and aquifer recharge); transportation systems and other infrastructure; and green building. Case studies are drawn from around the world, and emphasize the salience of scale and situation in devising sustainable solutions to human settlement issues.
GEOG	812	<b>Geographic Perspectives on the Environment</b> An introductory survey stressing the geographical approach to the study of man/land relationships. Emphasis is placed on the impact of human activities on the environment and on conflicts between resource exploration and environmental quality. Contemporary utilization, modification by urbanization, and environmental regions are studied.
GEOG	855	<b>Geography of Sub-Sahara Africa</b> An examination of the physical and cultural landscape of Africa south of the Sahara, with special emphasis on the native cultures of the area and their influence on the landscape; the revolutionary effects of European interventions and conquests; and the modern political, cultural, and economic climates.
GEOG	856	<b>Geography of the Middle East</b> Physical, cultural and political environmental conditions which make that realm of instability which exists in Southwest Asia and North Africa.
GEOG	857	<b>Geography of Latin America</b> Development of modern cultural landscape. Physiographic and climatic patterns; native cultures; problems of economic development and political stability.
GEOG	891	<b>Western Regional Geography: Field Study (4 credits)</b> An exploration of a western geographical region through an actual field study. The focus is on the physical, cultural, and historical geography of the visited area, with specific emphasis on the significance of historical, cultural, and recreational sites on the changing patterns of economic, social, and cultural geography. Emphasis is placed on an understanding of differing experiences and perspectives relating to issues of gender, race, and class in the region. Location of region is announced when offered.
GEOG	927	<b>Geographical Perspectives on Non-Western Regions</b> A spatial analysis of the historical, political, economical, and cultural geography of non-Western regions. The main objective is to provide geographic perspective on current issues resulting from human-environment interaction, geopolitical-economics interest and ethnic-religious influences on ideology, socioeconomic and education systems.
GEOG	959	<b>Topics in the Geography of Massachusetts and New England</b> A historical geographic analysis and present geographical development of Massachusetts and New England as regions of the United States. Specific topics include historical geography, physical landscape analysis, weather and climate, and patterns and issues of the region's economic and urban development.

Health Care Administration		
HCAD	903	<p><b>Financing Health Care Services</b> Examines the national fiscal system for health care services. The various sources and dispersal of private and public revenues to include third party insurance and governmental programs will be analyzed. The course will compare accounting systems of non-profit with those of for-profit health care facilities.</p>
HCAD	909	<p><b>Health Care Delivery System, Policy and Reform</b> An overview of American health care services since their inception to the present. Emphasis is on public and private hospitals, clinics, and HMOs; health care insurance, Medicare and Medicaid; and health care policy, legislation and reform.</p>
HCAD	910	<p><b>Budgeting in Health Care Facilities</b> Describes the various budgetary systems and issues affecting the operation of health care facilities. The course focuses upon the development and implementation of an operating budget and annual fiscal plan. Revenue sources for the facility and the allocation of resources to facility departments will be analyzed. <b>Prerequisites:</b> HCAD 924 Health Care Economics and Financing <b>or</b> HCAD 903 Financing Health Care Services <b>and</b> QUAN 908 Quantitative Analysis for Administrators <b>or</b> QUAN 976 Quantitative Analysis</p>
HCAD	917	<p><b>Health Law, Regulations and Ethics</b> Provides an examination of the laws, administrative regulations, and ethical issues of health care services. Topics include laws regarding patient access, fraud, public and private funding; liability and risk management; licensing and accreditation; legal issues concerning patient safety and rights, HIPPA, and medical error; and ethical issues related to health care services.</p>
HCAD	920	<p><b>Strategic Planning of Health Care Services</b> Covers the development and implementation of strategic plans for health care facilities. Topics include models for health care services and support systems, organizational and service planning; fiscal planning, capital improvements and investments; and assessment of organizational strengths and weaknesses. <b>Prerequisite:</b> QUAN 976 Quantitative Analysis or 24.906 Quantitative Methods for Health Care and Public Administration, or HCAD 908 Quantitative Analysis for Administrators.</p>
HCAD	924	<p><b>Health Care Economics and Financing</b> An overview of the economics and financing of health care services that includes consumers, suppliers, insurance companies and HMOs. Topics include Health Care Consumption Demand; Health Care Services Supply; economics of hospital operations, long-term care and cost containment; pre-paid health services and regulatory approaches based on prospective payment systems; strategies to ensure equitable access to health services; and measures to control health care and health insurance costs. The course will compare accounting systems of both non-profit and for-profit health care facilities.</p>
HCAD	930	<p><b>Managing Operations</b> Focuses upon improving operations systems and service delivery within health care, public, and non-profit organizations. Topics include service design and development, quality control and assurance systems, technology utilization and application, equipment maintenance, accountability and monitoring issues, and enhancing service delivery in a cost-effect manner. <b>Prerequisite:</b> MGMT 904 Management and Leadership.</p>

HCAD	940	<p><b>Health Care Informatics and Technology</b></p> <p>An introduction to the role of health care information and technology in today's health care industry. Topics include the management and financing of electronic health records; aligning health care information technology with health care reform; the health care claim cycle; the changing patient landscape, rise of retail clinics, and interfacing technology systems; the role of professional associations, state regulations and solution vendors; and the role of health care information technology in documenting and protecting providers.</p>
HCAD	950	<p><b>Health Care Marketing</b></p> <p>Concentrates on specific health care marketing models to include program development, identification of target populations, internal and external marketing strategies and the evaluation of the marketing plan. Students will participate in the development of a market plan for a health care product and/or service.</p> <p><b>Prerequisite:</b> HCAD 920 Strategic Planning for Health Care Services.</p>
HCAD	962	<p><b>Outcome Assessments</b></p> <p>Focus on effective outcome measurements pertaining to clients, personnel, and programs. This course covers treatment plan outcomes, as well as standardized outcome measures obtained by client self-report, clinician or caregiver report, and those from family or significant others. The strengths and weaknesses of various instruments such as CERT, BASIS-32, TOPS, and CAFAS are examined. Also reviewed are consumer and personnel satisfaction surveys. A model for developing satisfaction, questionnaires collaboratively with clients or staff is discussed. Finally, several models for evaluating programs are discussed with students using their own professional experiences as case examples. <b>Prerequisites:</b> QUAN 976 Quantitative Analysis or 24.906 Quantitative Methods for Health Care and Public Administration, and 62.938 Policy Analysis for Human Service Administration.</p>
HCAD	984	<p><b>Seminar in Health Care Administration</b></p> <p>Students analyze current and evolving issues in health care service delivery and administration. Students create and present original project in health care.</p> <p><b>Prerequisites:</b> Satisfactory completion of all other degree requirements and permission of the Dean.</p>
MGMT	904	<p><b>Management and Leadership</b></p> <p>Addresses managerial and leadership styles and the dynamics of organizational behavior. Topics include: managerial effectiveness strategies, leadership styles, organizational structuring issues, interpersonal relationships, and the building and managing of teams (formerly Managerial Theory).</p>
QUAN	908	<p><b>Quantitative Analysis for Administrators</b></p> <p>A quantitative approach to problem-solving and decision-making for administrators. Topics includes hypothesis development and testing; and statistical inferences using multiple regression analysis, covariance analysis, factor analysis, discriminate analysis, and linear models for cross-classified categorical data. <b>Prerequisite:</b> MATH 117 Introduction to Statistics or QUAN 676 Statistical Analysis for Managers.</p>

History		
HIST	802	<p><b>Colonial America</b></p> <p>An in-depth study of social and political developments in British North America from initial colonization to 1763. The course stresses the adaptation of traditional institutions and thought patterns to the New World environment.</p>
HIST	804	<p><b>The American Revolution</b></p> <p>This course will deal with the political and social history of the American people from 1763-1789. In those years the Americans outgrew their colonial status and began to evolve a sense of nationhood. When attempts to resolve the question of sovereignty with the British Empire failed, the colonists declared their independence, organized for war, achieved victory, and went on to establish a more permanent political union.</p>
HIST	806	<p><b>Jeffersonian through Jacksonian America</b></p> <p>This course covers a vital transitional epoch in American history from the Federal era to the age of Jackson. Especially stressed is the shift from a deferential to an increasingly democratic society.</p>
HIST	807	<p><b>Maritime History of New England</b></p> <p>A survey of the sea's legacy from the earliest Indian fishery to the shipbuilding and commerce of today. Course themes include historical, political, and economic developments, with particular attention to insights gleaned from the investigation of shipwrecks, time capsules of discrete moments from new England's past. Classes include visits to museums, a field session at a maritime archaeology site, and guest lectures on current research projects. This course is offered through the Marine Studies Consortium and is taught at an off-campus location. Additional course fees apply.</p>
HIST	808	<p><b>American Civil War Era</b></p> <p>An intensive analysis of the social, political and economic factors in Antebellum America that led to the Civil War, and the problems of reconstructing the nation after the war.</p>
HIST	810	<p><b>Emergence of a Modern Nation</b></p> <p>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. <b>Prerequisite:</b> An undergraduate course in United States History since Reconstruction or permission of instructor.</p>
HIST	812	<p><b>America in Crisis</b></p> <p>A study of political, economic, and diplomatic transformations in the United States since 1932. The focus is on the Great Depression, the New Deal, World War II, post-World War II foreign and domestic policies, the civil rights movement, the Vietnam War, and the expanding role of the federal government.</p>
HIST	814	<p><b>United States Diplomatic History</b></p> <p>This course presents 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, and the nation's constitutional basis as well as foreign events. <b>Prerequisite:</b> A course in either U.S. History or American Politics.</p>
HIST	818	<p><b>Religion in America</b></p> <p>A study of the growth of a denominational society in the United States. The course is especially concerned with the impact of the American environment on religions imported from Europe and elsewhere, the development of new American faiths, and the contributions of religion to the core values of American Society.</p>

HIST	823	<b>African-American History</b> 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. <b>Prerequisites:</b> HIST 151 US History to Reconstruction and HIST 152 US History Since Reconstruction or permission of the instructor.
HIST	826	<b>Women in American History</b> 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. <b>Prerequisite:</b> HIST 151 United States History to Reconstruction or HIST 152 United States History since Reconstruction.
HIST	836	<b>Latin America: From the Conquest to the Present</b> Political, social, economic and cultural history treating the colonial period, the independence movement, the emergence of modern states, and contemporary Latin America. Attention will be given to the significance of Iberian heritage, the Roman Catholic Church, worker and peasant populism, military authoritarianism, and influence of the United States. <b>Prerequisite:</b> A survey course in either American history or Western Civilization, or permission of the instructor.
HIST	840	<b>Industrial and Labor Forces in the United States</b> 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. <b>Prerequisite:</b> HIST 151 U.S. History to Reconstruction, HIST 152 U.S. History since Reconstruction or GOVT 110 Introduction to American Politics.
HIST	841	<b>Total, Limited, and Cold: America at War in the 20th Century</b> Examines 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, Americans have 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	850	<b>Historical Study Tour</b> 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.
HIST	851	<b>History of Modern Science - The Copernican Revolution to Present</b> A historical examination of the 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 transformation in science from Copernicus to the computer. <b>Prerequisite:</b> HIST 154 Western Civilization since the Renaissance or HIST 155 The Comparative History of World Civilization.

HIST	856	<p><b>Historical Research and Writing</b> This course will introduce students to the theories and methods of historical research and writing.</p>
HIST	862	<p><b>Ancient Greece: From the Homeric through the Hellenistic Age</b> This course will focus on the history of ancient Greece. Topics will 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; and the empire of Alexander the Great and the thought of the Hellenistic age.</p>
HIST	864	<p><b>Ancient Rome: The Republic and the Empire</b> This course will focus on the history of ancient Rome from the founding of the Republic to the collapse of the Empire. Topics will 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; 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 will also be stressed.</p>
HIST	866	<p><b>Medieval Europe: Its Ideas and Institutions</b> This course will focus on the history of Western Europe from the periods of the collapse of the Roman Empire in the West and the emergence of the Middle Ages to the decline of the Middle Ages in the fourteenth century. Topics include the settlement of Western Europe by the Germanic peoples; the merging of the Germanic, Classical and Christian cultures to form the civilization of the Middle Ages; the kingdom of the Franks, the empire of Charlemagne, and Frankish society and thought; feudalism; and the society and thought of the feudal kingdoms of France, England and Germany.</p>
HIST	868	<p><b>Intellectual History of Early Europe</b> An in-depth study of the ideas which represent the contributions of ancient Greece, ancient Rome, and the Middle Ages to the intellectual history of Western Europe. Special emphasis is placed upon the Ancient and Medieval concepts of man's nature and destiny.</p>
HIST	869	<p><b>History of the Crusades</b> An examination of the Crusades, and 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 with the wider context of European and Near Eastern History. <b>Prerequisite:</b> HIST 153 Western Civilization to the Renaissance or permission of the instructor.</p>
HIST	870	<p><b>Intellectual History of Modern Europe</b> As a sequel to Intellectual History of Early Europe, the course evaluates outstanding ideologies which have appeared between the seventeenth and twentieth centuries. Within an 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 counter-cultural movements.</p>

HIST	871	<b>Women in Modern Europe, 1500-2000</b> 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. Students thus gain a greater understanding not only of women's lives, but also of the ways which one can study the history of women and gender. <b>Prerequisite:</b> HIST 153 Western Civilization to the Renaissance, HIST 154 Western Civilization since the Renaissance, or permission of instructor.
HIST	872	<b>Renaissance and Reformation Europe 1350-1650</b> A history of Europe from 1350 to 1650 with particular emphasis on the many faceted changeover 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.
HIST	875	<b>Superpower Diplomacy</b> An examination of European diplomacy since World War I. Special emphasis on Germany in the 1930's; World War II and the allied conferences; the Cold War and the roles played by Washington, Moscow, and Beijing; the emergence of a single Europe; and the diplomatic impact of the end of a superpower rivalry.
HIST	876	<b>History of Modern France</b> 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, and the rise of Charles DeGaulle through the socialists under Mitterand. <b>Prerequisite:</b> HIST 154 Western Civilization since the Renaissance or permission of the instructor.
HIST	878	<b>Modern Britain</b> 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.
HIST	879	<b>Modern Ireland</b> An exploration of the history of Ireland from the eighteenth century to the dawn of the new millennium. Students will analyze the social, cultural, economic, intellectual, and political developments that have shaped Ireland's history. Students also examine how the people of Ireland have defined both themselves and their nation and how Irish identities have changed.
HIST	880	<b>Blood, Iron, and Republic: Germany from 1866 to Present</b> Of primary interest is 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.



HIST	881	<p><b>Remaking Europe: History, Politics, and Culture since World War II</b></p> <p>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.</p>
HIST	885	<p><b>Portraits of Power</b></p> <p>A biographical examination of the rise and development of major leaders in the respective countries or civilizations. This course considers the relationship between leaders and events to determine their influence in the development of history. Specific leaders will vary by semester. Students may take only one section of this course for credit.</p>
HIST	888	<p><b>The Path to Modernity: Russia from 1689 to the Present</b></p> <p>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 intelligentsia during the nineteenth century; the emergence and dissolution of the USSR, and developments within the post-Communist epoch.</p> <p><b>Prerequisite:</b> HIST 154 Western Civilization since the Renaissance.</p>
HIST	893	<p><b>Seminar in American History</b></p> <p>All students majoring in American History must take at least one seminar in American history. The course is open only to students who have fulfilled the following prerequisites: Historical Research and Writing, Western Civilization since the Renaissance, United States History since Reconstruction, and two intermediate-division courses in the American concentration. No transfer course will fulfill this seminar requirement. The topics of the seminar will vary with the instructor. A schedule of the topics will be announced in advance for a two-year period. Seminars, in addition to the one required, may be taken for intermediate level credit.</p>
HIST	894	<p><b>Seminar in European/World History</b></p> <p>All students majoring in European History must take at least one seminar in European/World History. This course is only open to students who have fulfilled the following prerequisites: Historical Research and Writing, Western Civilization since the Renaissance, United States History to Reconstruction, United States History since Reconstruction, and two intermediate-division courses in the European concentration. No transfer course will fulfill this seminar requirement. The topics of the seminar will vary with the instructor. A schedule of the topics will be announced in advance for a two-year period. Seminars, in addition to the one required, may be taken for intermediate level credit.</p>
HIST	898	<p><b>Modern China and Japan</b></p> <p>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 rebuilding of Japan since 1945. <b>Prerequisite:</b> HIST 154 Western Civilization since the Renaissance, or HIST 155 The Comparative History of World Civilizations, or an Asian area studies course.</p>

HIST	951	<b>The Main Currents in United States History</b> An examination of U.S. history from the age of exploration to the present. Based upon the instructional frameworks for elementary school teachers, this survey examines the main currents in American history so as to afford practicing teachers a solid foundation on which they may construct engaging reading assignments, absorbing classroom activities, and special projects for their students. The objective is to provide teachers with a comprehensive, solid grounding in United States history, its turning points and significance.
HIST	959	<b>The Main Currents in Western Civilization</b> An examination of the history of western civilization from its origins to the present. Based upon the instructional frameworks for elementary school teachers, this survey examines the main currents in the history of western civilization so as to afford practicing teachers a solid foundation on which they may construct engaging reading assignments, absorbing classroom activities, and special projects for their students. The objective is to provide teachers with a comprehensive, solid grounding in the history of western civilization, its turning points and significance.
HIST	990	<b>Directed Study in History</b> Course description varies with experience.
<b>Interdisciplinary Courses</b>		
INTD	809	<b>Water: Planning for the Future</b> 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. This course is offered through the Marine Studies Consortium, and is taught at an off-campus location. Additional course fees apply.
INTD	812	<b>Coastal Issues Seminar: Science and Policy</b> 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. This course is offered through the Marine Studies Consortium, and is taught at an off-campus location. Additional course fees apply. <b>Prerequisite:</b> One course in any of the following: biology, chemistry, geography, geology, engineering, environmental or urban planning
INTD	816	<b>Social Implications of Physically and Sexually Abused Children</b> This course will include an overview of the problem of physically and sexually abused children, dynamics of the offender and victim, the law, and the medical and legal aspects. Through the use of case studies, different treatment services for physically and sexually abused children will be discussed. This course may be accepted for a degree program only as a free elective, and only with the permission of the department chair.
INTD	871	<b>Museum Studies</b> 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. <b>Prerequisite:</b> Open to all majors with the permission of the instructor.
INTD	872	<b>Museum Seminar</b> The development and presentation of a museum exhibition, including research, installation, catalog, publicity and education programs. <b>Prerequisite:</b> INTD 371 Museum Studies or permission of the instructor.

INTD	900	<p><b>Independent Study Project</b></p> <p>Research into a specific topic relating to the student's area of interest. Topic selection is made with the approval of a faculty advisor. Appropriate research procedures for collecting and evaluating data will be stressed. A final written report is required. Topic selection must be made prior to taking the fifth course in the program. Instructional guidelines will be given by the professor during the research course. This course serves as the introduction for writing the master's thesis.</p>
<b>Mathematics Courses</b>		
MATH	807	<p><b>Intermediate Statistics</b></p> <p>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. <b>Prerequisite:</b> MATH 117 Introduction to Statistics.</p>
MATH	808	<p><b>Applied Statistical Data Processing</b></p> <p>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. <b>Prerequisite:</b> MATH 307 Intermediate Statistics.</p>
MATH	810	<p><b>Number Theory</b></p> <p>A study of the properties of numbers. Topics include mathematical induction, divisibility, primes, congruencies, the Chinese remainder theorem, primitive roots, quadratic reciprocity, continued fractions, partitions and the history of some classical problems. <b>Prerequisite:</b> MATH 220 Calculus II.</p>
MATH	811	<p><b>Problem Solving/Modeling in Mathematics</b></p> <p>A study in problem solving with the development of banks of problems appropriate to various grade levels and selected from arithmetic, informal geometry, logic, measurement, number sequences, probability, and statistics, challenging enough to provoke interest, but realistic enough to be successful experiences. Heuristic problem solving techniques, Polya's stages of problem solving, specific strategies, and pedagogical issues are studied. <b>Prerequisites:</b> MATH 201 Intuitive Geometry, and MATH 215 Finite Mathematics.</p>
MATH	817	<p><b>Introduction to Higher Geometry</b></p> <p>A precise, rigorous examination of the axioms and concepts of various geometries. Euclidean, non-Euclidean, and transformational geometries are investigated. <b>Prerequisite:</b> MATH 219 Calculus I.</p>
MATH	819	<p><b>Abstract Algebra</b></p> <p>A study of the algebraic structures, groups, rings, integral domains, fields, and polynomials. Note: students may not receive credit for both 43.819 Abstract Algebra and 43.835 Algebraic Structures I (formerly Modern Algebra). <b>Prerequisite:</b> MATH 810 Number Theory</p>
MATH	848	<p><b>Mathematical Statistics I</b></p> <p>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. <b>Prerequisites:</b> MATH 221 Calculus III and either MATH 215 Finite Mathematics or MATH 226 Linear Algebra and Applications.</p>
MATH	849	<p><b>Mathematical Statistics II</b></p> <p>Estimation, decision theory and hypothesis testing, linear models, regression, analysis of variance, analysis of categorical data, nonparametric inference. <b>Prerequisite:</b> MATH 848 Mathematical Statistics I.</p>

MATH	870	<p><b>Seminar in Mathematics</b>            This course will explore an advanced topic in mathematics or computer science. The particular topic is announced at least one semester in advance. <b>Prerequisite:</b> Permission of instructor.</p>
MATH	878	<p><b>Real Analysis</b>            Set theory, relations and functions, properties of the real number system, topology of the real line, introduction to metric spaces, limits of sequences and functions, continuous functions, differentiation, the Riemann-Stieltjes integral. <b>Prerequisite:</b> MATH 221 Calculus III.</p>
MATH	897	<p><b>Internship in Mathematics</b>            The student will be 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 3 course credits, the amount of credit being decided by the student's advisor and the department chair. <b>Prerequisite:</b> Permission of the Department Chair.</p>
MATH	901	<p><b>Foundations of Mathematics</b>            A course that is an in depth investigation of the fundamental concepts of mathematics and their properties. The course serves as a foundation to all other courses in the graduate program. The topics range from sets and logic to abstract algebra and proof. <b>Prerequisite:</b> Permission of the Department Chair.</p>
MATH	908	<p><b>Geometry for Teachers</b>            A course that includes such topics as a comparison between the metric and synthetic approach to geometry, polygons, polyhedra, tessellations, constructions, proof techniques, transformations, symmetry, and geometric modeling. These topics are also used to suggest methods and approaches to the teaching of geometry. <b>Prerequisite:</b> Permission of the Department Chair.</p>
MATH	910	<p><b>Algebra for the Middle School Teacher</b>            A course for the middle school teachers that will investigate the fundamental concepts of algebra. The topics will include real and complex numbers, binary operations and their properties, set theory, functions, polynomials, equations, algebraic structures, graphing, and related topics.</p>
MATH	918	<p><b>Elementary Number Theory for Teachers</b>            A study of the summation and product notations, recursion, figurate numbers, divisibility, greatest common divisor, the Euclidean algorithm, lowest common multiple, and consequences. The course offers numerous opportunities for experimentation and exploration, and for conjecturing the myriad properties of Pascal's triangle, Fibonacci and Lucas numbers, Catalan numbers, Fermat numbers and Pell numbers. Note: Students cannot receive credit for this course if they have already completed MATH 310/MATH 810 Number Theory. <b>Prerequisite:</b> Permission of Department Chair.</p>
MATH	928	<p><b>Problem Solving for Teachers</b>            Designed for middle and high school teachers and emphasizes the study of a variety of types of problems and the strategies that might be used to solve them. One of the important objectives of the course is to immerse teachers in a problem-solving atmosphere that encourages them to make connections to previously learned concepts, to the different areas of mathematics and to the 6-12 curriculum. Topics include problems from the fields of logic, set theory, geometry, number theory, algebra, analysis and probability. <b>Prerequisites:</b> Graduate coursework in at least three (3) of the following areas: logic, set theory, geometry, number theory algebra, analysis and probability or permission of the Department Chair.</p>

MATH	985	<p><b>Directed Study in Mathematics</b></p> <p>Student research on a topic or topics in higher mathematics or computer science. Suggested areas include applied algebra, numerical analysis, and mathematical physics. The student should make arrangements with the faculty member who is to direct his/her work one semester in advance of the work.</p>
MATH	999	<p><b>Reading and Research in Higher Mathematics</b></p> <p>In this course the student will write an essay or a thesis on a topic in higher mathematics, under the direction of a faculty member.</p>
<b>Modern Languages and Teaching English as a Second Language</b>		
MLSP	836	<p><b>Cervantes</b></p> <p>Readings and discussion of Cervantes' works with special emphasis on his masterpiece, Don Quixote. Conducted in Spanish. Note: This course satisfies one of the M.Ed. in Spanish program requirements in Peninsular Spanish literature/culture/history.</p>
MLSP	837	<p><b>Spanish Theater and Poetry of the Twentieth Century</b></p> <p>Study in the appreciation, analysis and criticism of the main trends in Spanish theater and poetry of the twentieth century. Conducted in Spanish.</p>
MLSP	840	<p><b>Latin American Literature: Chronicles of Change</b></p> <p>An exploration of the themes of discovery, conquest, and cultural encounter which have shaped today's Latin American literature. The course examines the foundations and ongoing construction of culture and identity in Latin America as the product of the conflicts and confluence of indigenous, European and African cultures. Note: This course satisfies one of the M.Ed. in Spanish program requirements in Spanish American literature/culture/history.</p>
MLSP	843	<p><b>Spanish American Film</b></p> <p>An intensive study of Latin American and Caribbean cinema with a focus on films that represent cultural values and contemporary issues in Latin American societies. Particular attention is paid to the themes of ethnicity, sexual orientation, and politics. The course includes the reading of scripts and, when appropriate, corresponding literary texts. Students learn to recognize cinematographic techniques, individual styles, and cultural differences among the films studied. Note: This course satisfies one of the M.Ed. in Spanish program requirements in Spanish American literature/culture/history.</p>
MLSP	845	<p><b>Tales of the Fantastic from the Southern Cone</b></p> <p>A study of selected twentieth-century short stories and novellas from Argentina and Uruguay, which focus on the scientific and psychological construction of alternate realities. All works are studied in their relation to the poetics of the fantastic. Classes are conducted in Spanish. Note: This course satisfies one of the M.Ed. in Spanish program requirements in Spanish American literature/culture/history.</p>
MLSP	846	<p><b>Testimonial Literature of the Dirty War</b></p> <p>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 and course instruction are in Spanish. <b>Prerequisite:</b> MLSP 332 Intermediate Spanish II or prior approval of the instructor.</p>
MLSP	848	<p><b>Controversial Cinema in Latin America</b></p> <p>A study of "new wave" Latin American cinema. The focus of the class is on films that deal with controversial topics such as female violence, torture, drugs, sexuality issues and alternative families in contemporary Latin American societies. When appropriate, corresponding literary texts are examined. Film viewing, class discussion, related readings and assignments are in Spanish.</p>

MLSP	863	<b>Seminar in Spanish</b> A graduate-level seminar on a literary, linguistic, or cultural topic 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 research paper. Throughout the seminar, the emphasis is placed on originality, creativity, and scholarship. Students may take this course for credit more than one time, providing the topics are different each time.
MLSP	921	<b>Advanced Spanish Grammar Through Textual Analysis</b> An intensive review of Spanish grammar and orthographical patterns. Students analyze selections from texts by major Spanish and Latin American authors through discussion and writing assignments. Note: This course satisfies the M.Ed. in Spanish program requirement of advanced language skills.
MLSP	922	<b>Twentieth Century Hispanic Poetry</b> A study of a wide range of contemporary poets from the Americas and Spain, with particular attention given to close readings of their major works. Readings and discussions are in Spanish. Note: This course satisfies one of the M.Ed. in Spanish program requirements in either Peninsular Spanish or Spanish American literature/culture/history, since works from both continents comprise the course content.
MLSP	927	<b>Central American Literature of Protest</b> A study of the social protest literature of contemporary Central America, with emphasis on the role politics and religion play in the development of Central American thought. Readings and discussion are in Spanish. Note: This course satisfies one of the M.Ed. in Spanish program requirements in Spanish American literature/culture/history.
MLSP	934	<b>Women's Voices of the Other Americas</b> An examination of works in various genres by women from South America, Central America, U.S.A., Mexico, and the Caribbean. Texts and discussions focus on the works of a broad range of women writers that have found their way into the canons of Hispanic literature. Readings and class discussions are in Spanish. Note: This course satisfies one of the M.Ed. in Spanish program requirements in Spanish American literature/culture/history.
MLSP	942	<b>Cultural Expressions in 20th Century Spain</b> A study of the art, architecture, music, film, and thought of twentieth-century Spain against the background of historical events. Conducted in Spanish. Note: This course satisfies one of the M.Ed. in Spanish program requirements in Peninsular Spanish literature/culture/history.
MLSP	961	<b>Chicano Literature and Culture</b> Examines the issues of race, gender, and class as manifested in Chicano literature, art and film. Note: This course satisfies one of the M.Ed. in Spanish program requirements in Spanish American literature/culture/history.
MLSP	963	<b>Contemporary Spanish Caribbean Literature</b> The reading and analysis of selected works by authors of the Caribbean region, with a focus on both content and style. The historic framework in which they were created is also examined. Classes are conducted in Spanish and students are expected to participate in class discussion on the assigned reading. Oral reports and one monograph in Spanish are required. Note: This course satisfies one of the M.Ed. in Spanish program requirements in Spanish American literature/culture/history.
MLSP	964	<b>Contemporary Spanish Women Writers</b> Analysis of contemporary contributions to feminist consciousness via the works of contemporary women writers of Spain. Note: This course satisfies one of the M.Ed. in Spanish program requirements in Peninsular Spanish literature/culture/history.

MLSP	965	<p><b>Contemporary Spanish Narrative</b></p> <p>A study of the major trends in Spanish literature from the post-civil war period to the present, focusing on the development of new narrative modes. Course readings and discussions in Spanish. Note: This course satisfies one of the M.Ed. in Spanish program requirements in Peninsular Spanish literature/culture/history.</p>
MLSP	968	<p><b>Contemporary Latin American Literature of the Southern Cone</b></p> <p>An analysis of twentieth century poetry and narrative by writers from Argentina, Chile, and Uruguay. The course is conducted in Spanish. Note: This course satisfies one of the M.Ed. in Spanish program requirements in Spanish American literature/culture/history.</p>
MLSP	969	<p><b>Mexican History through Fiction</b></p> <p>A study of the history of Mexico as presented in the works of writers from the revolutionary period to the present. Note: This course satisfies one of the M.Ed. in Spanish program requirements in Spanish American literature/culture/history.</p>
MLSP	972	<p><b>Critical Writing for Spanish Literature</b></p> <p>Designed to improve the written skills of the student through analysis of contemporary Spanish literary texts. Written skills are improved through a review of Spanish grammar and syntax and short written essays with rewrite option. The instructor works individually with each student. Note: This course satisfies the M.Ed. in Spanish program requirement of a course in advanced language skills.</p>
MLSP	981	<p><b>Directed Study in Spanish</b></p> <p>An in-depth investigation of a topic in the area 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 instructor are to be scheduled.</p>
TESL	901	<p><b>Language Structure: Phonetics and Morphology</b></p> <p>An introduction to the universal linguistic properties of sound systems and the basic features of the sound system of English. The rules of word formation and aspects of morphological typology are also examined. English is compared and contrasted with other languages. Note: This course satisfies the M.Ed. in Spanish program requirement of Romance linguistics study.</p>
TESL	902	<p><b>Language Structure: Syntax, Semantics, and Pragmatics</b></p> <p>An introduction to the ways in which words are organized to form sentences and how words and syntactic structure combine to yield meaning. The combining of sentences into conversations to express a range of attitudes and relationships is also covered. English is compared and contrasted with other languages. Note: This course satisfies the M.Ed. in Spanish program requirement of Romance linguistics study.</p>
TESL	913	<p><b>Current Issues in Second Language Acquisition</b></p> <p>A review of recent research and theories of second-language acquisition and the factors that lead to successful acquisition. The ways in which children cope with multi-linguistic systems and function in school are explored.</p>
TESL	924	<p><b>Language Planning and Multicultural Education</b></p> <p>A look at the complex socio-political issue of dominant and non-dominant national languages and prestige foreign languages. The course examines the effects of national policies on local languages and cultures and the role of educational institutions in promoting social unity and cultural diversity. Examples of bilingual, immersion, and integrated models are examined and particular attention is given to multiculturalism.</p>
TESL	928	<p><b>English as a Second Language and Cross-Cultural Awareness</b></p> <p>Emphasis on methodology, materials and research related to the teaching of English as a second language and language acquisition. Attention is given to teaching situations that include students from diverse cultural and linguistic backgrounds.</p>

TESL	932	<b>Sheltered Instruction for the Content Area</b> Focuses on the development of content lessons and strategies in the teaching of sheltered subject matter. Student learning assessment is incorporated in course materials and projects.
TESL	935	<b>New Perspectives on Cultural Diversity</b> An examination of the history and contributions of the various cultures and ethnic groups to the dominant culture in the United States. The course integrates this information into the teaching of culture in an English as a Second Language class.
TESL	936	<b>The Teaching of Second Language Skills</b> An examination of the theories and sheltered principles for developing the language skills of listening, speaking, reading, and writing for second language learners. Special attention is given to second language learners in bilingual or multilingual classrooms. Language assessment instruments are studied. Individual and social variables that affect performance are treated. The incorporation of the Massachusetts Curriculum Frameworks into lesson plans is emphasized. Note: Students cannot receive credit for both TESL 936 and either 61.918 The Teaching of English Language Skills or 61.955 Advanced Instructional Techniques in the Teaching of Foreign/Second Language.
TESL	948	<b>Teaching Reading and Writing in the English Immersion Classroom</b> Explores reading theory and research and their application in shaping and developing literacy skills in English language learners. Balanced reading instruction, specific sheltered English literacy strategies that include vocabulary development, and measures for assessing literacy skills form the core of this course.
TESL	950	<b>Reading/Writing for the Teaching of English as a Second Language</b> Considers approaches to the teaching of literacy and reading comprehension through bottom-up and top-down processes. Various theories of process and product writing are examined through content based language teaching and sheltered subject matter teaching.
TESL	958	<b>Language Teaching Methods, Techniques, and Assessment</b> A concise presentation and demonstration of popular methods and innovative practices in second and foreign language teaching and learning at various proficiency levels. Short micro teaching sessions allow students to identify their teaching styles and preferences as well as their effect on learners' styles and acquisition success. Guidelines for integrated lesson and unit planning are incorporated and assessment tools discussed.
TESL	960	<b>Assessing English Language Learners: Disability vs. Difference</b> Focuses on how to effectively evaluate struggling English language learners in order to determine underlying learning disabilities vs. language differences. A variety of assessment instruments and evaluation models are examined and specific diagnostic protocols are illustrated through case studies. The course also examines how academic performance is affected by the nature of first and second language learning processes and cultural variations between the home and school. <b>Prerequisite:</b> Initial license in ESL or permission of the ESL Program Advisor.
TESL	966	<b>Seminar in Applied Linguistics</b> An advanced seminar whose topics change from term to term. Topics in sociolinguistics, psycholinguistics, discourse analysis, and conversational analysis are considered.



TESL	970	<p><b>Teaching Culture: From Theory to Practice</b></p> <p>Explores the realm of culture. It defines culture and helps identify embedded cultural beliefs, values, and assumptions and examines how these affect awareness of and interaction with people from different cultures. The role that one's culture plays in cognitive processes, communication, decision making, and problem solving is discussed. The course develops techniques in teaching culture so that students see diverse cultures as believable rather than unusual. <b>Prerequisite:</b> Initial license in ESL or permission of the ESL Program Advisor.</p>
TESL	975	<p><b>Pragmatics and Language Instruction</b></p> <p>Addresses oral and written communication and how to help English language learners develop socially appropriate language in formal and informal contexts. Topics explored are: speech act theory, informative intent vs. communicative intent, implicit and explicit knowledge, Grices' cooperative principle and conversational maxims, cross-cultural expression of politeness, and relevance theory. Concepts and principles are illustrated through contextual examples and model classroom lessons are presented. <b>Prerequisite:</b> Initial license in ESL or permission of the ESL Program Advisor.</p>
TESL	980	<p><b>Practicum in the Teaching of English as a Second Language and Seminar: Grades PreK-6</b></p> <p>For students seeking an Initial Teacher License in English as a Second Language (ESL), grades PreK-6. A field-based, 150-hour practicum experience in grades PreK-6 demonstrating mastery of the subject matter knowledge. The candidate must also meet the Professional Standards for Teachers as described in the Massachusetts Department of Elementary and Secondary Education Regulations for Educator Licensure. Students secure their own placement site, which must be approved by the College. <b>Prerequisites:</b> Passing scores on all MTEL tests required for the license; successful completion of all required courses in the Master of Education with a concentration in the Teaching of English as a Second Language (TESL); or permission of advisor.</p>
TESL	981	<p><b>Practicum in the Teaching of English as a Second Language and Seminar: Grades 5-12</b></p> <p>For students seeking an Initial Teacher License in English as a Second Language (ESL), grades 5-12. A field-based, 150-hour practicum experience in grades 5-12 demonstrating mastery of the subject matter knowledge. The candidate must also meet the Professional Standards for Teachers as described in the Massachusetts Department of Elementary and Secondary Education Regulations for Educator Licensure. Students secure their own placement site, which must be approved by the College. <b>Prerequisites:</b> Passing scores on all MTEL tests required for the license; successful completion of all required courses in the Master of Education with a concentration in the Teaching of English as a Second Language (TESL); or permission of advisor.</p>

Nursing		
NURC	905	<p><b>Health Education Resources and Policies</b></p> <p>An exploration of the state of nursing today, as well as the role of the nurse leader and nurse educator in policy and politics within government, workplace, organizations and community in determining policies and effectively utilizing resources to improve the culture of safety, quality care, and the working environment in practice and educational settings. The role of the nurse leader and nurse educator in healthcare delivery and financing is examined.</p>
NURC	915	<p><b>Advanced Technology and Nursing Informatics</b></p> <p>A foundation for the synthesis of technology and informatics into advanced nursing roles. The focus is on computer competencies, informatics competencies, informational literacy and technology required for the nurse leader and nurse educator. Evidence-based practice is explored to support the utilization of technology within the confines of system resources to meet identified patient and learner needs.</p>
NURC	925	<p><b>Ethical, Social and Cultural Competencies</b></p> <p>An investigation of the ethical, social and cultural competencies necessary for decision making in evidence-based practice by nurses in advanced roles. Principles of ethics, moral development and diversity are explored in order to obtain the knowledge and skills to provide individualized care and protect the personal integrity of patients with diverse health, social, economic, and cultural issues.</p>
NURC	971	<p><b>Nursing Theory and Research I</b></p> <p>A focus on the utilization of nursing and related theories and the research process to promote evidenced-based change in nursing practice and education settings. Critical thinking is used to evaluate nursing research studies. Students incorporate previously learned material on policy, social, cultural, ethical, and technological issues into a clinical, health systems and outcomes, and/or nursing education research proposal. <b>Prerequisites:</b> NURC 905, NURC 915, NURC 925.</p>
NURC	972	<p><b>Nursing Theory and Research II</b></p> <p>The application of theory and the research process focusing on implementation and evaluation to enhance health and healthcare. Students conduct an evidence-based project related to topics such as safety, quality of care, systems, ethics, healthy lifestyles, health promotion/prevention of illness and/or teaching strategies in academic and practice settings. Students provide evidence for developing guidelines to advance nursing practice as nurse educators and leaders. <b>Prerequisite:</b> NURC 971 Nursing Theory and Research I.</p>
NURE	941	<p><b>Curriculum Design and Evaluation</b></p> <p>An exploration of the application of critical thinking in the design of a nursing curriculum. This course investigates mission, philosophy, conceptual terms, program objectives, and program evaluation in order to prepare students for the advanced role of a nurse educator.</p>
NURE	951	<p><b>Course Development and Implementation</b></p> <p>An investigation of the principles of course development and teaching strategies, including the use of technology, theories of learning, and classroom and clinical evaluation utilizing current evidence based practice in education. The role of a nurse educator in academic and service areas is explored, including ethical and legal issues. <b>Prerequisite:</b> NURE 941 Curriculum Design and Evaluation. Can be taken concurrently with NURE941.</p>

NURE	981	<p><b>Advanced Teaching Methods (Practicum I)</b></p> <p>The application of curriculum design, evaluation, course development, and implementation in a teaching practicum in classroom and clinical settings with a nurse educator/preceptor and in seminars with faculty. <b>Prerequisites:</b> NURE 941 Curriculum Design and Evaluation; NURE 951 Course Development and Implementation.</p>
NURE	991	<p><b>Application of Technology to Education (Practicum II)</b></p> <p>A practicum to apply current technology to classroom and clinical nursing education to enhance communication, ethical decision-making and critical thinking. Allocation of educational resources to meet diverse learning styles, achieve learning objectives and advance evidence-based nursing practice are explored. <b>Prerequisites:</b> NURC 905 Health Education Resources and Policies, NURC 915 Advanced Technology and Nursing Informatics.</p>
NURL	943	<p><b>Strategic Planning for Nursing's Future</b></p> <p>A foundation for the aspiring nurse leader in shaping change directed to the priorities of quality and safety in the nursing work environment. Students explore the synthesis of principles, theories, and concepts of effective leadership and analyze the individual, interpersonal, and critical thinking skills needed to assist people and organizations in creating and achieving a vision. Primary themes include models of leadership, effective professional communication, collaboration, team building, affirmation of personal and professional values, motivation, mediation, mentoring, empowerment, and risk-taking to effect innovative change.</p>
NURL	953	<p><b>Role in Health Care Systems</b></p> <p>A basis for understanding how the business of health care affects the nurse's role in management or administration, along with the legal, ethical, and regulatory dimensions of organizational leadership. The focus is on the nurse's role as a leader in health and health care using communication and relationship management, knowledge of healthcare environment, business skills, and professionalism to achieve established goals and improve quality of care. <b>Prerequisite:</b> NURL 943 Strategic Planning for Nursing's Future.</p>
NURL	983	<p><b>Practicum in Organizational Management Skills (Practicum I)</b></p> <p>An application of concepts of CQI organizational dynamics and outcome measures, informatics, and financial management in a variety of health care settings. Students work closely with a leader on organization-designated projects and experience role modeling while contributing to the functioning of the healthcare organization. <b>Prerequisite:</b> NURL 953 Role in Health Care Systems.</p>
NURL	993	<p><b>Internship in Independent Leadership Skills (Practicum II)</b></p> <p>An opportunity to practice independent leadership skills in an ever-changing healthcare organization. The student completes a selected leadership project to address safety, quality, and/or nursing work environment issues in health care. Acute care agencies, community settings, municipal and state agencies, public and private institutions and/or professional organizations are possible sites for the practicum, thus offering the student a wide range of opportunities to achieve individualized leadership goals. <b>Prerequisite:</b> NURL 983 Practicum in Organizational Management Skills.</p>
NURS	701	<p><b>Writing and Information Literacy for Nurses</b></p> <p>An interactive course to improve writing skills used in undergraduate and graduate nursing courses. Emphasis is placed on best writing practices, uses of APA format as the standard for nursing writing, and accessing references to support evidence-based nursing practice. The course includes writing a paper, critiquing classmates' papers, and completing exercises in using APA formatting and library database. This is a one-credit hour course.</p>

**Public Administration**

---

**PADM 911 Grantsmanship and Development**

This course covers fund-raising activities, and includes preparation of proposals to federal and local agencies, corporations and private foundations; and the planning and supervising of special fundraising events, capital campaign and annual drives, purchasing and operating endowments, and membership drives. Students will learn how to prepare realistic budgets and how to write successful proposals.

---

**PADM 929 Techniques of Policy Analysis**

This is an introductory course in public policy analysis. In addition to surveying the politics of the policy-making process, the course will develop a framework of principles for making policy decisions and examine general analytical methods useful for the decision process. Topics will include module survey techniques, benefit-cost analysis and the role of the analysis as an alternative to political power.

---

**PADM 937 Techniques of Public Budgeting and Resource Management**

Public budgeting will be studied in this course as a political process which attempts to plan, coordinate and control the allocation and use of the public resources under conditions of scarcity and uncertainty. While the course is generally designed to present a broad overview of the budgeting function as practiced in a variety of governmental settings, it is specifically designed to focus on budgeting as a management tool. Within this context the student is expected to develop practical knowledge of public budgeting systems and techniques.

---

**PADM 957 Risk Management and Fiscal Analysis**

An examination of risk analysis and its importance in helping to ensure that an organization has effective internal fiscal controls. The components of an effective internal control system such as the safeguarding of assets and adequate segregation of duties and responsibilities are covered. Pertinent laws and regulations are discussed to increase the practitioner's awareness of the current legal environment and its ramifications to an organization. The course also focuses on the importance of fiscal responsibility. Students learn to use financial statement analysis and the importance of performance measurement in the planning, execution, and reporting processes. Although this course focuses on the public sector, the concepts are applicable to the private sector, hospitals, educational institutions and non-profit organizations.

---

**PADM 981 Personnel Management in the Public Sector**

A major concern of any agency is the effective and efficient management of its personnel. To a large extent an organization is an entity consisting of individuals bound together through division goals. A necessary administrative tool of any manager is the ability to recruit, supervise and control members of the organization. This course will focus on membership, staffing, job classification, unionism, productivity, performance evaluation and personnel accountability. Case studies and simulation will be used to emphasize theories and practice of personnel management.

---

PADM	983	<b>Foundations of Public Administration</b> This course is concerned with the nature and functioning of the public administrative process. The goals of the course are: (1) to develop an understanding of administrative behavior in the public sector, and (2) to understand how administrative behavior and structure affects the making, implementing, and managing of public programs and policies. The course serves as a survey of the fundamental concepts and issues of public administration and management. The course format consists of a case study approach. A substantial part of the weekly meetings will be devoted to practical exercises and cases. Role playing, simulation, and case analysis will be emphasized. Class participation is an essential and important part of the course.
PADM	984	<b>Seminar in Public Administration</b> The course will focus on selected topics and cases in public administration. Students will participate in discussion, analysis, and evaluation of contemporary issues of the administrative process and program management. <b>Prerequisite:</b> Completion of all other degree requirements and permission of the Associate Dean.
PADM	990	<b>Independent Study in Public Administration</b> An independent study supervised by a graduate faculty member. The independent study is taken by an advanced student and counts as one course credit.

# The Commonwealth of Massachusetts

## Secretary of Education

Paul Reville

## Department of Higher Education Board Members

Charles F. Desmond, Ed.D., Chairman

Louis Ricciardi, Vice Chair

Mary-Elizabeth Beach, Ed.D.

Mario Borunda, Ed.D.

Jeanne Marie Boylan

James Coyle

C. Bernard Fulp

Nancy D. Harrington, Ed.D.

Nancy Hoffman, Ph.D.

Keith J. Peden

Paul Reville

Henry Thomas III

## Commissioner

Richard M. Freeland

## Framingham State University Board of Trustees

Robert E. Richards, Esquire, Chair

Raymond P. Boulanger, Esquire, Vice Chair

Joseph Burchill

Paul C. Combe

Hon. Barbara G. Gardner

Daniel Haley, Esquire

Angela Hunt, M.D.

Maxwell Morrongiello, Student

Albertha Paul

Alice L. Pomponio

Fernando Quezada

## Administration

**Timothy J. Flanagan**, President

B.A., Gannon University; M.A., Ph.D., University of Albany, State University of New York

**Linda Vaden-Goad**, Vice President,

Academic Affairs

B.S., M.A., Ph.D., University of Houston

**Scott B. Greenberg**, Associate Vice President,

Academic Affairs and Dean of Graduate and Continuing Education

B.A., University of Massachusetts, Amherst;

M.Ed., Ed.D., Boston University

**Danielle Donovan**, Director of Operations,

Graduate and Continuing Education

B.A., Framingham State University

**Nancy E. Proulx**, Director of Professional

Development for Educators, Graduate and

Continuing Education

B.S., State University of New York, New Paltz

## Graduate Faculty

**Abdelgadier, Osama**, B.A., M.A., University

of Khartoum; Ph.D., Clark University; Associate

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; Professor, Consumer Sciences

**Ambacher, John R.**, A.B., Lafayette College;

M.A., Ph.D., Tufts University; J.D., New England

School of Law; Professor, Government

**Anderson, John**, B.F.A., San Francisco Art

Institute; M.F.A., Tufts University; Professor, Art

**Bailey, Justin P.**, B.A., Pennsylvania State

University; M.A., Truman State University;

Ph.D., Pennsylvania State University; Assistant

Professor, Psychology

**Bechtel, Cynthia F.**, B.S., Cedar Crest

College; M.S., Regis College; Ph.D. University

of Massachusetts, Assistant Professor, Nursing

**Beck, Charles R.**, B.A., California State

University, Northridge; M.A., Ph.D., Michigan

State University, East Lansing; Professor,

Education

**Beckwitt, Richard**, B.A., University of

California, Berkeley; Ph.D., University of

Southern California; Professor, Biology

**Buckreis, William**, B.S., Millersville University;

M.A.T., Washington State University; Ph.D.,

Oregon State University; Associate Professor,

Education

**Carroll, Margaret**, B.A., Connecticut College;

Ph.D., Duke University; Associate Professor,

Biology

**Conrad, Susan**, B.S.N., University of

Evansville; M.S., Texas Women's University;

Ph.D., University of Texas; R.N.; Professor,

Nursing

**Cordeiro, Emilce**, B.A., M.A., National University of Rio Cuarto; Ph.D., Temple University; Associate Professor, Modern Languages

**Correia, Marlene Ponte**, B.S., Salve Regina University; M.Ed., Lesley College; Ed.D., University of Massachusetts, Lowell; Assistant Professor, Education

**Cote, Marc**, B.A., University of the Arts; M.F.A., University of Connecticut; Associate Professor, Art

**Crosby, Guy**, B.S., University of New Hampshire; Ph.D., Brown University; Associate Professor, Chemistry and Food Science

**Crosier, Michael**, B.S., University of Massachusetts, Amherst, School of Public Health and Health Science; M.S., Tufts University, School of Nutrition Science and Policy; Assistant Professor, Consumer Sciences

**Cutler, Joyce**, B.S., Keene State College; M.S., 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

**Dias, Antone**, B.S., Boston University; M.Ed., Hunter College; Ph.D., University of North Carolina at Chapel Hill; Associate Professor, Psychology

**Donohue, Robert**, B.S., University of Massachusetts; M.S., Ph.D., University of Florida; Associate Professor, Psychology

**Douglass, John Williams**, B.A., Washington College; M.B.A. Western Washington University; Instructor, Economics and Business Administration

**Doyle-Burke, Christine**, B.S., Regis College; M.A., Boston College; Associate Professor, Economics and Business Administration

**Druffel, Karen**, B.A., University of Illinois; M.I.T., Northwestern University; J.D., DePaul University; Assistant Professor, Economics and Business Administration

**Eng, James**, B.F.A., M.F.A., Tufts University; Professor, Art

**Enz, Michael**, B.S., University of Puget Sound; M.S., Ph.D. University of Oregon; Assistant Professor, Economics and Business Administration

**Flynn, Judith Zaccagnini**, B.S., Framingham State University; M.S., Kansas State University; Ph.D., Ohio State University; Professor, Consumer Sciences

**Foster, Irene M.**, B.S., M.Ed., Framingham State University; 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; Associate Professor, Psychology and Philosophy

**Galvin, T. Bridgett Perry**, B.S., M.Ed., Central State University; Ph.D., University of Oklahoma; Professor, Psychology

**Grove, Thomas N.**, B.A., Harvard College; M.A., Ph.D. University of California, Berkeley; Associate Professor, English

**Halfond, Gregory**, B.A., Cornell University; M.A., Ph.D., University of Minnesota; Assistant Professor, History

**Hall, Andrew**, B.A., University College London; M.B.A., Ph.D., University of Massachusetts - Amherst; Assistant Professor, Economics and Business Administration

**Handschuh, Arlene**, B.A., Douglas 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

**Hibbard, Katherine**, B.S., Lesley College; M.Ed., North Carolina Central University; Ph.D., University of North Carolina, Greensboro; Associate Professor, Education

**Holloway, Lorretta**, B.A., University of Alaska, Fairbanks; M.A., University of Michigan, Ann Arbor; Ph.D., University of Kansas, Lawrence; Associate Professor, English

**Horn, Bernard**, B.S., Massachusetts Institute of Technology; Ph.D., University of Connecticut; Professor, English

**Huibregtse, Jon**, B.A., M.A., University of Wisconsin-Eau Claire; Ph.D., University of Akron; Associate Professor, History

**Jarnis, George**, A.B., Clark University; M.A., Northeastern University; Ph.D., Tufts University; Professor, Government

**Kolodny, Kelly**, B.A., Clark University; M.A., Rhode Island College; Ph.D., University of Connecticut; Assistant Professor, Education

**Koshy, Thomas**, B.S., M.S., Kerala University; Ph.D., Boston University; Professor, Mathematics

**Lowe, Diane**, 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 University; Ph.D., Boston University; Professor, Consumer Sciences

**MacRitchie, Donald**, B.A., St. Anselm 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., The University of Florida, Gainesville; Professor, Modern Languages

**Massad, Susan**, B.S., Framingham State University; M.Ed., Worcester State College; H.S.D., Indiana University at Bloomington; R.D., C.H.E.S.; Associate Professor, Consumer Sciences

**McCarthy, Desmond**, B.A., Framingham State University; M.A., Ph.D., Brandeis University; Professor, English

**McLaughlin, Catherine**, B.A., Southeastern Massachusetts University; B.A., M.A., University College; M.F.A., Bowling Green State University; Associate Professor, English

**Meaney, Martha**, B.A., Newton College; M.A., Boston College; Professor, Economics and Business Administration

**Milaszewski, Richard F.**, A.B., St. Anselm College; M.S., College of the Holy Cross; Ph.D., University of New Hampshire; Professor, Chemistry and Food Science

**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

**Mullaney, Susan**, B.S., University of Massachusetts, Amherst; M.A., Framingham State University; M.S., University of Massachusetts, Worcester; Ed.D., Nova Southeastern University; Professor, Nursing

**Muller, Eugene**, B.S., Southampton College; M.S., University of Massachusetts, Dartmouth; M.S., Ph.D., University of New York at Buffalo; Professor, Biology

**Neubauer, Suzanne H.**, B.S., Immaculata College; M.S. Pennsylvania State University; Ph.D., University of Connecticut; Professor, Consumer Sciences

**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; Associate Professor, Art and Music

**Perry, Evelyn**, B.A., M.A., Simmons College; Ph.D., University of Rhode Island; Associate Professor, English

**Prehar, Cynthia A.**, B.A., University of Texas, Austin; M.S., Ph.D., Colorado State University; Associate Professor, Psychology

**Rahman, Sandra**, B.S., M.B.A., Suffolk University; D.B.A., Nova Southeastern University; Associate Professor, Economics and Business Administration

**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

**Russell, Carol**, B.S., Stonehill College; Ph.D., Northeastern University; Professor, Chemistry and Food Science

**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



**Schwartz, Janet B.**, B.S., Cornell University; S.M., Harvard University; Professor, Consumer Sciences

**Signes, Richard J.**, B.A., Boston College; M.A., New York University; Associate Professor, Modern Languages

**Sjuib, Fahlino**, B.S., Parahyangan Catholic University; M.A., Western Illinois University; Ph.D., Kansas State University; 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

**Taylor, Rebecca L.**, B.S., M.S., Eastern Michigan University; Professor, Consumer Sciences

**Westerman, Barrie**, B.A., M.A., Ph.D., Boston University; Professor, Psychology

**Wong-Russell, Michael**, B.S., M.A., Illinois State University; Ph.D., Boston University; Associate Professor, Modern Languages

**Zampini, Charlotte**, B.S., M.S., Ohio State University; Ph.D., Washington University; Associate Professor, Biology

**Zonino-Jeannetti, Julia A.**, B.A., M.Ed., Wellesley College; Ph.D., Boston College; Assistant Professor, Education

### Adjunct Graduate Faculty

**Awkward, Robert**, B.A., M.S., Northeastern University; M.Ed., Boston University; Visiting Senior Instructor, Economics and Business

**Berardi, Robert**, B.S., M.Ed., Worcester State College; M.A., Framingham State University; Ed.D., Northeastern University; Visiting Assistant Professor, Education

**Bretschneider, Pamela**, B.A., Boston College; M.Ed., Framingham State University; Ph.D., Boston College; Visiting Assistant Professor, Education

**Burke, Edward**, A.B., Notre Dame; M.P.A., Princeton University; J.D., Suffolk University; Visiting Professor, Health Care Administration

**Canner, Mary**, B.A., Brown University; M.Ed.,

Lesley College; C.A.S., Harvard University; Visiting Senior Instructor, Education

**Colwell, Martha**, B.A., University of Massachusetts – Amherst; M.S.Ed., University of South Maine; Ed.D., Nova Southeastern University; Visiting Assistant Professor, Education

**Comment, Kristin**, B.A., Montclair State College; M.A., State University of New York, Stony Brook; M.Ed., Framingham State University; Ph.D., University of Maryland, College Park; Visiting Instructor, English

**Corkery, Mary**, B.A., M.A., University of Massachusetts, Boston; Visiting Instructor, Education

**Cunningham, Richard**, B.A., M.Ed., Framingham State University; D.Ed., University of Massachusetts, Lowell; Visiting Professor, English

**Dittami, Peter**, B.S., Worcester State College; M.Ed., Boston College; Ed.D., Boston University; Visiting Assistant Professor, Education

**DuBois, Mary Ellen**, B.A., Regis College; M.Ed., Curry College; M.Ed., Framingham State University; Visiting Instructor, Education

**Epstein, Diane**, B.S., Worcester State College; M.Ed., Wilkes University; M.Ed., Framingham State University; Visiting Instructor, Education

**Ferguson, Kimberly**, B.S., Worcester State College; M.S., Worcester State College; Visiting Assistant Professor, Education

**Flynn, James B.**, Reverend, B.A., Catholic University; M.Ed., Ph.D., Boston College; Visiting Professor, Education

**Gallagher, Sharon L.**, B.S., Cornell University; M.Ed., Framingham State University; R.D., C.D.E., Visiting Senior Instructor, Consumer Sciences

**Good, Arnold**, B.S., Roosevelt University; M.S., Ph.D., Illinois Institute of Technology; Visiting Professor, Mathematics

**Grant, Robert B.**, B.A., New York University; M.A., Ed.D., Columbia University; Professor Emeritus, Education

**Gratz, Donald**, B.A., Wesleyan University; M.Ed., Harvard University; Ph.D., Boston College; Visiting Instructor, Education

**Gray, Michael**, B.S., Providence College; M.A., George Washington University; Visiting Senior Instructor, Health Care and Public Administration

**Hansen, Norman**, A.B., Tufts University; M.B.A., Ph.D., Northeastern University; Ph.D., Northeastern University; Visiting Associate Professor, Economics and Business

**Harrington, Joseph**, B.S., Boston College; M.A., Ph.D., Georgetown University; Professor Emeritus, History

**Holland, Edward**, B.A., Columbia University; M.S., Simmons College; Visiting Instructor, Education

**Holland, Wendie**, B.A., University of Connecticut; Ph.D., California Professional School of Psychology, San Diego; Visiting Instructor, Education

**Holtzen, David**, B.A., University of Nebraska, Lincoln; M.A., Ph.D., Boston College; Visiting Instructor, Counseling Psychology

**Inman, Mark**, B.S., Bloomsburg University of Pennsylvania; M.A., Indiana University of Pennsylvania; Visiting Instructor, Economics and Business

**Keating, Laraine**, B.A., Emmanuel College; B.S., Franklin Pierce College; M.Ed., Boston State College; Visiting Instructor, Education

**Kennedy, Martin**, B.A., M.Ed., Boston College; M.B.A., Northeastern University; Visiting Senior Instructor, Health Care and Public Administration

**Kohl, Bradley**, B.A., University of Arizona; M.S.W., Simmons College; Visiting Instructor, Counseling Psychology

**Langenhorst, Don**, B.A., Washington State University, Pullman; M.S.T., Portland State University; M.S., Northeastern University; Visiting Instructor, Education

**Lidback, Margaret**, B.A., M.A., Ph.D., Boston University; Professor, Physics and Earth Science

**Luskin, Beverly**, B.A., Jersey City State College; M.Ed., Boston College; Visiting Instructor, Education

**Majoy, Rosanne**, B.A., Ohio Northern University; M.A., Teachers College, Columbia University; C.A.G.S., Worcester State College; D.Ed., Boston College; Visiting Associate Professor, Education

**Masotta, Maria**, B.A. Hartwick College; M.S., Psy.D., Nova Southeastern University; Visiting Instructor, Counseling Psychology

**McMakin, Deborah**, B.A., Framingham State University; M.A., The George Washington University; M.S.W., Boston University; Visiting Instructor, Counseling Psychology

**Merriam, Deborah A.**, B.A. University of Massachusetts; M.A., Framingham State University; Ed.D., Boston University; Visiting Assistant Professor, Education

**Nolletti, Arthur E., Jr.**, A.B., Ohio University; M.A., Ph.D., University of Wisconsin; Professor, English

**Nowers, Deborah K.**, B.A., Skidmore College; M.Ed., Boston University; Ed.D., University of Massachusetts, Amherst; Visiting Assistant Professor, Education

**Nutting, P. Bradley**, A.B., Earlham College; M.A., Ph.D., University of North Carolina; Professor, History

**O'Connell, James**, B.A., Northeastern University; M.Ed., Framingham State University; D.Ed., Boston College; Visiting Assistant Professor, Education

**Remillard, Daniel D.**, B.A., Framingham State University; M.A., St. Bonaventure; Psy.D., Massachusetts School of Professional Psychology; Visiting Assistant Professor, Counseling Psychology

**Riley, Loy**, B.A., M.S., University of Rhode Island; Visiting Instructor, Education

**Sacco, Edward**, B.S., M.Ed., Northeastern University; Ed.D., University of Massachusetts-Lowell; Visiting Associate Professor, Education

**Sackler, Seymour**, B.S., Ohio University; M.S., Ohio University; J.D., Cleveland State University; Visiting Assistant Professor, Economics and Business

**Seiden, Mark**, B.A., Hunter College; Ph.D., Cornell University; Professor, English

**Seihoun, Farideh**, B.A., University of Teheran; M.S., Dominican College; Ed.D., University of Massachusetts, Amherst; Visiting Professor, Education

**Seyffert, Audrey L.**, B.S., Fitchburg State College; M.Ed., Framingham State University; Visiting Associate Professor, Education

**Smith, Patricia**, B.A., Marymount University; M.A., George Mason University; Ed.D., Boston University; Visiting Associate Professor, Education

**Stanford-Pollock, Meredith**, A.B., University of Illinois; Ed.M., Ed.D., Boston University; Visiting Assistant Professor, Education

**Stolar, Andrea**, B.S., M.A., American International College; Ed.D., Nova Southeastern University; Visiting Instructor, Education

**Tauer, Susan**, B.A., Colby College; Ed.M., Ed.D., Boston University; Visiting Assistant Professor, Education

**Wallace, Robert B.**, B.A., Miami University; Ph.D., Northwestern University; Professor, Economics and Business Administration

**Waters, Linda B.**, B.A. University of Rhode Island; M.Ed., Rhode Island College; Visiting Instructor, Education

**Wellman, Robert**, A.B., Dartmouth College; P.G.C.E., University of London; M.A., Case-Western University; Ph.D., Ohio State University; Visiting Professor, Education

**Wulf, Sharon**, B.S., Providence College; M.B.A., Northeastern University; Ph.D., Columbia Pacific University; Visiting Assistant Professor, Economics and Business

# Rights of Students

## Privacy Rights of Students

Students are hereby notified that Framingham State University complies with the provisions of federal laws governing the privacy and disclosure of student information. The College has adopted a policy for assuring this privacy. This policy defines types and locations of educational records, stipulates students' rights, describes procedures for 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 College operates under an Affirmative Action/Equal Opportunity Plan, approved by the Board of Higher Education and the College's Board of Trustees, that promotes and maintains a policy of nondiscrimination, equal opportunity, and affirmative action. The College 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 College 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, College Center, Room 510C, Framingham, Massachusetts 01701-9101, telephone number 508-6264627 (V/TTY) or to the Affirmative Action Office of the College at 508-626-4530, Room 310, Dwight Hall. Further inquiries may be made to the Assistant Secretary for Civil Rights, United States Department of Education, Washington, D.C.

### 2010-2011 Academic Calendar

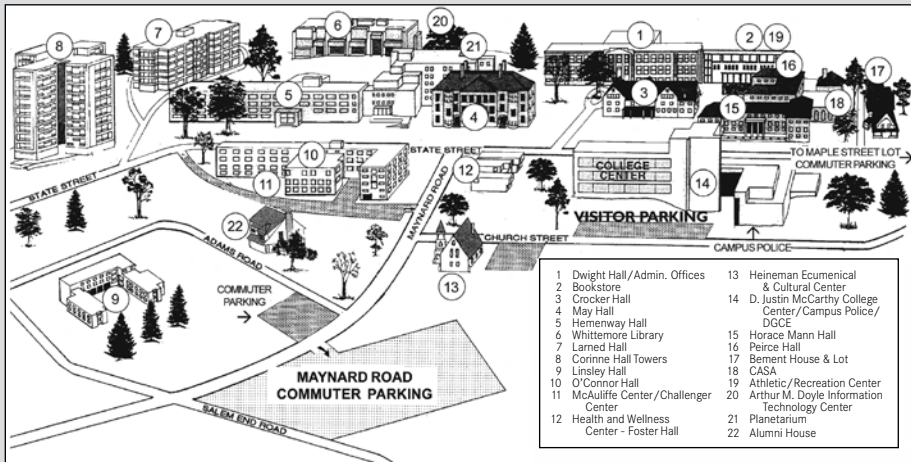
#### Fall Semester 2010

Semester Begins ..... Thursday, September 2, 2010  
 Semester Ends ..... Wednesday, December 22, 2010  
 Winter Commencement ..... Sunday, February 5, 2011

#### Spring Semester 2011

Semester Begins ..... Wednesday, January 20, 2011  
 Semester Ends ..... Tuesday May 11, 2011  
 Spring Commencement ..... Sunday, May 22, 2011

# Campus Map



## Directions to Our Campus

### From the West:

Take the Massachusetts Turnpike (I-90) to Exit 12. Follow Rt. 9 East to the Edgell Rd. - Main St., Framingham Exit. Take your first right onto State Street and the Framingham State University Campus. Take your next right on Maynard Road, and an immediate left on Church Street. Visitor parking is located behind the College Center (and also in the lot across Church Street).

### From the East:

Take the Massachusetts Turnpike (I-90) to Exit 13. Follow the signs for Route 30 West-Framingham. Stay on Route 30 until it intersects with Route 9. Follow Route 9 West to the Framingham-Southborough off ramp. DO NOT TAKE THE UNDERPASS. Take left at first set of lights over Route 9. Take next right at lights then first left onto State Street and follow directions above.

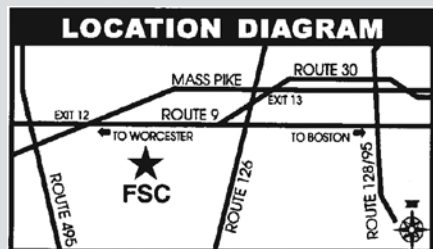
### From Route 495:

Take Exit 22 to Massachusetts Turnpike (I-90) East and follow the directions above.

## Parking

Visitors must obtain a Temporary Visitor Parking Pass from Campus Police, located on the ground floor of the College Center.

All DGCE student vehicles must display a Framingham State University parking decal. Consult this bulletin for further information.



# Index

Academic Calendar.....	169	Fees, Foreign Student.....	17
Academic Honesty.....	6	Financial Aid.....	17
Academic Course Load.....	15	Financial Information.....	15
Academic Regulations.....	15	Food and Nutrition, M.S., Coordinated Program in Dietetics.....	73
Academic Standing.....	8	Food and Nutrition, M.S., Food Science and Nutrition Science.....	77
Accreditation.....	ii	Food and Nutrition, M.S., Human Nutrition: Education and Media Technologies.....	80
Administration.....	163	Grade Appeal Policy.....	9
Admission, Courses Before.....	3	Grading System.....	8
Admission, Graduate.....	3	Graduate Management Admission Test (GMAT).....	4
Admission, Provisional.....	4	Graduate Policies.....	6
Advising, Academic.....	5	Graduate Programs.....	20
Application.....	3	Graduate Record Examinations (GRE).....	4
Art, M.Ed.....	41	Health Care Administration, M.A.....	29
Attendance.....	15	History, M.Ed.....	51
Board of Trustees, FSU.....	163	Human Resource Management, Graduate Certificate.....	87
Campus Map.....	170	Human Resource Management, M.A.....	33
Career Services.....	18	Inactive Status.....	4
Certificate Programs.....	85	Instructional Technology Proficiency Certificate.....	88
Commencement.....	9	International Teaching, M.Ed.....	69
Comprehensive Examinations.....	9	Literacy and Language, M.Ed.....	53
Counseling Psychology: Licensure Track, M.A.....	21	Massachusetts Test for Educator Licensure (MTEL) Pass Rates.....	14
Counseling Psychology: Non-Licensure Track, M.A.....	26	Master of Business Administration.....	37
Course Descriptions.....	96	Mathematics, M.Ed.....	55
Curriculum and Instructional Technology, M.Ed.....	43	Matriculation.....	4
Department of Higher Education.....	163	Merchandising, Graduate Certificate.....	89
Disability Services.....	18	Miller Analogies Test (MAT).....	4
Dual Level Courses.....	5	Nondiscrimination Policy.....	169
Early Childhood Education, M.Ed.....	45	Nursing Education, Graduate Certificate.....	90
Educational Leadership, Licensure Track, M.A.....	27	Nursing, M.S.....	83
Educational Leadership, Non-Licensure Track, M.A.....	67	Nutrition Education, Graduate Certificate.....	91
Elementary Education, M.Ed.....	47	Payments, Third Party	17
English, M.Ed.....	49		
Examinations, Entrance.....	4		
Faculty, Graduate.....	163		

---

Post Baccalaureate Pre-Health Studies	
Certificate Program .....	11
Post Baccalaureate Teacher Licensure	
Program (PBT) .....	12
Practicum/Internships .....	10
Program, Change of.....	7
Professional Standards for Students	
enrolled in Teacher Preparation	
Programs .....	10
Public Administration, M.A. ....	35
Readmission .....	7
Refunds, Day Division.....	16
Refunds, Part-Time.....	17
Repeat a Course .....	5
Residency, In-State Tuition .....	17
Rights of Students.....	169
Room and Board .....	16
Second Master's Degree .....	5
Spanish, M.Ed. ....	60
Special Education, Licensure Track, M.Ed.....	62
Special Education, Non-Licensure	
Track, M.Ed. ....	71
Special Needs, Graduate Certificate .....	92
Teaching of English as a Second Language,	
Licensure Track, M.Ed.....	65
Teaching of English as a Second Language,	
Non-Licensure Track, M.Ed. ....	72
Time Limits .....	4
Transcripts/Verifications.....	15
Transfer Courses .....	3
Tuition, Day Division .....	15
Tuition, Part-Time .....	16
Withdrawal or Discontinuance of Study.....	7

