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# Academic Information



# Academic Calendars

		<b>2001 Spring</b>
Mon	Jan	29 Registration Day
Tue	Jan	30 First classes
Mon	Feb	12 Last day to Add or Drop with no record
Mon	Feb	19 Holiday—Presidents Day
<b>Tue</b>	<b>Feb</b>	<b>20 Monday class schedule followed</b>
Sat	Mar	17 Spring recess begins after last class
Mon	Mar	26 Classes resume
Wed	Mar	28 Mid-semester Date (Last day to Drop with ‘W’)
Mon	Apr	9 Counselling period begins
Fri	Apr	13 Counselling period ends
Mon	Apr	16 Holiday—Patriots Day
<b>Wed</b>	<b>Apr</b>	<b>18 Monday class schedule followed</b>
Wed	May	16 Last classes
Thu	May	17 Reading Period begins
Fri	May	18 Reading Period ends
Sat	May	19 Final exams begin
Fri	May	25 Last final exam, semester ends
Sun	May	27 Commencement
Mon	May	28 Holiday—Memorial Day
Wed	May	30 Final grades due, 12 noon

		<b>2001 Summer Session</b>
Mon	Jun	4 Registration Day—First Session
Tue	Jun	5 First classes—First Session
Mon	Jun	11 Last day to Add/Drop—First Session
Fri	Jun	22 Last day to Drop with ‘W’—First Session
Wed	Jul	4 Holiday—Independence Day
Fri	Jul	13 Last classes—First Session
Mon	Jul	16 Registration Day—Second Session
Tue	Jul	17 First classes—Second Session
Wed	Jul	18 Final grades due, 12 noon—First Session
Mon	Jul	23 Last day to Add/Drop—Second Session
Fri	Aug	3 Last day to Drop with ‘W’—Second Session
Thu	Aug	23 Last classes—Summer Session ends
Tue	Aug	28 Final grades due, 12 noon—Second Session

		<b>2001 Fall</b>
Tue	Sep	4 Registration Day
Wed	Sep	5 First classes
Tue	Sep	18 Last day to Add or Drop with no record
Mon	Oct	8 Holiday—Columbus Day
<b>Wed</b>	<b>Oct</b>	<b>10 Monday class schedule followed</b>
Mon	Oct	29 Mid-semester Date (Last day to Drop with ‘W’)
Wed	Nov	7 Counselling period begins
Mon	Nov	12 Holiday—Veterans Day
Wed	Nov	14 Counselling period ends
Wed	Nov	21 Thanksgiving recess begins after last class
Mon	Nov	26 Classes resume
Fri	Dec	14 Last classes

Sat	Dec	15 Reading Period begins
Sun	Dec	16 Reading Period ends
Mon	Dec	17 Final exams begin
Sat	Dec	22 Last final exams
Mon	Dec	24 Snow day, semester ends
Wed	Jan	2 Final grades due, 12 noon

		<b>2002 Wintersession</b>
Wed	Jan	2 First classes
Thu	Jan	3 Last day to Add/Drop
Mon	Jan	14 Last day to Drop with ‘W’
Mon	Jan	21 Holiday—Martin Luther King Jr.’s Birthday
Thu	Jan	24 Last classes
Fri	Jan	25 Snow day
Wed	Jan	30 Final grades due, 12 noon

		<b>2002 Spring</b>
Mon	Jan	28 Registration Day
Tue	Jan	29 First classes
Mon	Feb	11 Last day to Add or Drop with no record
Mon	Feb	18 Holiday—Presidents Day
<b>Tue</b>	<b>Feb</b>	<b>19 Monday class schedule followed</b>
Sat	Mar	16 Spring recess begins after last class
Mon	Mar	25 Classes resume
Wed	Mar	27 Mid-semester Date (Last day to Drop with ‘W’)
Mon	Apr	8 Counselling period begins
Fri	Apr	12 Counselling period ends
Mon	Apr	15 Holiday—Patriots Day
<b>Wed</b>	<b>Apr</b>	<b>17 Monday class schedule followed</b>
Wed	May	15 Last classes
Thu	May	16 Reading Period begins
Fri	May	17 Reading Period ends
Sat	May	18 Final exams begin
Fri	May	24 Last final exams, semester ends
Sun	May	26 Commencement
Mon	May	27 Holiday—Memorial Day
Wed	May	29 Final grades due, 12 noon

		<b>2002 Summer Session</b>
Mon	Jun	3 First classes—First Session
Fri	Jun	7 Last day to Add/Drop—First Session
Fri	Jun	21 Last day to Drop with ‘W’—First Session
Thu	Jul	4 Holiday—Independence Day
Thu	Jul	11 Last classes—First Session
Mon	Jul	15 First classes—Second Session
Tue	Jul	16 Final grades due, 12 noon—First Session
Fri	Jul	19 Last day to Add/Drop—Second Session
Fri	Aug	2 Last day to Drop with ‘W’—Second Session
Wed	Aug	21 Last classes—Summer Session ends
Mon	Aug	26 Final grades due, 12 noon—Second Session

# University Policy on Class Absence for Religious Observances

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

Instructors must accept a student's assertion of the need to be absent from class for religious reasons, but students are required to notify instructors in advance that they will miss class in order to observe a religious holiday. University policy and Massachusetts state law require faculty to offer make-up assignments or exams to students who are absent for religious observance. In the event of a dispute between a student and a faculty member, either party should contact the instructor's department head or the Ombuds Office at (413) 545-0867.

As an aid to curriculum planning, the following partial list of religious observances for 2001 calendar year is made available by the Office of the Provost. Faculty should also consult the more complete listing of Days of Religious Observance available at [http://www.umass.edu/religious\\_affairs](http://www.umass.edu/religious_affairs), the Web site for the Religious Affairs Committee. Please note that Jewish, Baha'i, and some Muslim religious observances begin at sundown of the previous day.

## Major Days of Religious Observance 2001

Observance/Religion*	Date	Day of Week
<b>SPRING 2001</b>		
Shiva Ratri (Worship of Shiva)/H	February 21	(W)
Idul-Adha (Day of Sacrifice)/M	March 6	(Tu)
Naw-Ruz (Baha'i and Iranian New Year)/Ba	March 21	(W)
Muharram (Islamic New Year)/M	March 26	(M)
Ramanavami (Birth of Rama)/H	April 2	(M)
Hanamatsuri (Birth of Buddha)/B	April 8	(S)
Wesak (in celebration of the Buddha)/B	April 8	(S)
First Days of Passover/J	April 8-9	(S, M)
Baisakhi (Brotherhood-Sisterhood)/S	April 13	(F)
Good Friday (Crucifixion of Jesus)/C	April 13	(F)
Easter (Resurrection of Jesus)/C	April 15	(S)
First Day of Ridvan (Declaration of Baha'u'llah)/Ba	April 21	(Sa)
Shavuot (Festival of Weeks)/J	May 28	(M, Tu)
<b>FALL 2001</b>		
Rosh Hashanah (Jewish New Year)/J	September 18-19	(Tu, W)
Yom Kippur (Atonement)/J	September 27	(Th)
Sukkot (Festival of Tabernacles)/J	October 2-3	(Tu, W)
Durga Puja (Worship of Divine Mother)/H	October 6	(Sa)
Birth of Baha'u'llah/Ba	November 12	(M)
Ramadan Begins/M	November 16	(F)
Bodhi Day (Enlightenment)/B	December 8	(Sa)
Idul Fitr (End of Ramadan)/M	December 16	(S)
Christmas (Birth of Jesus)/C (legal holiday)	December 25	(Tu)

\*B=Buddhist; Ba=Baha'i; C=Christian; H=Hindu; J=Jewish; M=Muslim; S=Sikh

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# Academic Policies

The University's official Undergraduate Academic Policies are updated and published each year in *Undergraduate Rights and Responsibilities*, and distributed to every student. All students are expected to obtain copies of these regulations and familiarize themselves with the content, since failure to be aware of a provision does not excuse a student from adhering to it. On the other hand, whenever a student feels that some special circumstance warrants an exception to a regulation, that student is encouraged to discuss the situation with his or her academic dean who may be able to help work out an alternative.

Some of the more important aspects of the Undergraduate Academic Policies are summarized below; check the latest edition of *Undergraduate Rights and Responsibilities* for specific details.

## Classification of Students

Undergraduates may enroll in one of five categories:

### 1. Full-Time Students

Students who are admitted as candidates for a degree are normally designated as a member of a particular graduating class and are expected to make normal progress toward graduating with that class by carrying, at minimum, 12 or more credits each semester.

### 2. Part-Time Degree Students

The category "Part-Time" is an original admissions category as well as a category into which full-time students may revert for purposes of continued part-time study. All academic regulations and standards for full-time students including a 2.0 cumulative average apply to part-time students, with the exception of the requirement to complete 12 credits per semester. Each semester of part-time enrollment is counted as a partial semester in applying the rule limiting students to 10 semesters of enrollment. Students involved in part-time study must complete their last 60 credits within five years. Part-time students are charged tuition on a per-credit basis; fees are also assessed according to the number of credits. To ensure part-time billing, the student must complete a special billing card during preregistration.

### 3. Part-Time Non-Degree Students

Special Student status is a limited non-degree admission category for those who do not have a bachelor's degree and wish to enroll in regular University courses without pursuing a degree. If a Special Student later applies for admission to a University degree program, all credits earned prior to matriculation will be evaluated by the Office of Transfer Affairs according to policies detailed in *Undergraduate Rights and Responsibilities*. A maximum of

15 credits earned as a Special Student may be accepted as resident credit if the student later matriculates into a degree program. Credits which are accepted will be factored into the semester count. A new grade point average begins at matriculation. Students who withdraw in good standing from an undergraduate degree program and who wish to enroll on a non-degree basis must notify the Registrar of their desire to change their status.

### 4. Second-Major Students

A student may earn a second major and have it recorded on the permanent record provided that:

- a) The student declares the major as early as possible and in advance of graduation.
- b) The second major is completed concurrently with the first major within the 10 semesters allowed for the completion of all graduation requirements.
- c) An authorized representative of the second major certifies to the Registrar that all requirements for that second major have been completed.
- d) The second major lies in the same school or college as the first or declared major *or* the academic dean of the second school or college certifies to the Registrar that all requirements for graduation from that school or college have been satisfied.
- e) Students wishing to obtain their second major from the Isenberg School of Management must formally apply prior to the start of their sixth semester of full-time study (75 completed credits for part-time students). Applications should be made through the Isenberg School of Management Undergraduate Counseling Office.

### 5. Second-Bachelor's Degree Students

Individuals interested in pursuing a second bachelor's degree must apply through the Admissions Office. Prior to acceptance, they must obtain the support of an authorized representative of a department and an undergraduate dean in the School or College of the proposed second degree.

- a) Students and graduates of this University who wish to earn a second bachelor's degree must complete a minimum of 30 additional credits, all of which must be in residence (*i.e.*, students who want to work for two bachelor's degrees simultaneously do not have to complete one and then start the other anew).
- b) Graduates of other institutions who wish to earn a second bachelor's degree at this University must complete a minimum of 45 credits in residence at the Amherst campus, not including enrollment through the Division of Continuing Education. (For those who have previously

attended this University, residency requirements are handled individually.)

## Modifications for Disabilities

The University is committed to providing an accessible and equitable learning environment for all qualified students, and offers support services through three offices, depending on the type of disability a student has. All of these offices are described in greater detail elsewhere in this *Catalog*. Disability Services provides support for students with physical and medical disabilities. Students with learning disabilities receive assistance from Learning Disabilities Support Services. Students with psychological disabilities are served by the office for Counseling and Assessment Services. LDSS and CAS are part of the Undergraduate Advising and Academic Support Center; Disability Services is an agency within Student Affairs.

It is a student's responsibility to document a disability. Documentation of a medical, physical or psychological disability must come from an appropriate medical or other qualified professional care provider. Learning disabilities may be documented through an Individual Education Plan (IEP) from the student's elementary or secondary school; a report from a State Certified Assessment Center; learning evaluations to be interpreted through LDSS; or an assessment by an agency identified by LDSS as able to provide such documentation.

The University does not waive requirements for students with disabilities, but allows reasonable modifications in programs and courses for students with documented disabilities. Degree and course requirements have been implemented for important educational reasons, and the University's goal is to provide the assistance necessary, through the support agencies, to enable students with disabilities to meet these requirements and fully participate in the educational experience that they encompass. This includes modification of the foreign language and global education requirements of the Colleges of Arts and Sciences, for students with learning disabilities and students with hearing impairments, to allow these students to meet the intent of the requirement through a method tailored to their individual circumstances.

Students must also request modifications sufficiently in advance to allow the support agency and the department or instructor time to cooperatively come to necessary arrangements. Particularly in the case of the foreign language requirement, students need to make arrangements for modifications as early as possible following admission. The University strongly encourages students with disabilities to take advantage of the support services offered.

### Academic Grievances

The University of Massachusetts has established an academic grievance procedure for the purpose of providing undergraduate students with a fair, reasonable, and efficient method of addressing their academic grievances. The procedure stresses informal conciliation and encourages participation by the Ombuds Office. A copy of the Procedure may be obtained from the Ombuds Office, the Provost's Office, the office of the Student Government Association, or the Student Center for Educational Research and Advocacy.

### Academic Honesty

The University requires honesty of all its members in their academic work. Honesty is necessary to the learning process, and is integral to the atmosphere of genuine inquiry and intellectual curiosity which the University seeks to foster. Academic dishonesty contradicts the expectations of a community whose central purpose is the pursuit of intellectual endeavor, and is prohibited in all programs of the University.

Academic dishonesty violates the University's Academic Honesty Policy, and any student who commits an act of academic dishonesty may be punished. Extensive examples of academic dishonesty are included in a memorandum from the Ombuds Office found in *Undergraduate Rights and Responsibilities*, as is the entire policy and discipline and appeal procedure. The following are brief definitions of some of the most common forms of academic dishonesty:

Plagiarism is the failure to acknowledge the source of all information gathered in the preparation of class and written work. It includes direct quotation, paraphrase, and the "borrowing" of information or facts which are not common knowledge, without acknowledging the source through footnote, adequate means of citation, or proper quotation structure. Students are encouraged to learn the style most accepted in their disciplines.

Cheating is the intentional use or attempted use of materials, information, or study aids other than those specifically authorized, in an attempt to claim credit for learning not one's own. Under University policy, this can include unauthorized collaboration with others in conducting research or preparing work; the unauthorized use of commercial term paper companies; improper use of computer file, program, user-name, or password; use of books, notes, calculators, or discussion with others during an examination unless specifically authorized; falsification of signatures or in-

tials; and repeated use of all or substantial portions of the same work without specific prior approval.

Fabrication includes the "invention" of information in any laboratory or other academic exercise without prior notice to and permission from the instructor; alteration and resubmission of returned academic work without prior notice and permission; and misrepresentation of the actual source from which information is cited.

Facilitation of dishonesty is knowingly helping or attempting to help another commit an act of academic dishonesty.

An instructor who finds that a student has violated the University's Academic Honesty Policy may lower the student's grade, or fail the student for the course. Students have the right to appeal such grade penalties by instructors. The University Academic Honesty Board, composed of faculty members and undergraduate and graduate students, reviews all student appeals.

Students who have been found to have committed acts of academic dishonesty may also face suspension or expulsion from the University.

The Ombuds Office administers the campus academic honesty appeal procedure. Any instructor wishing to penalize a student for academic dishonesty, and any student wishing to appeal an instructor's penalty, should contact the Ombuds Office.

### Absences for Religious Reasons

The University has established policies in order to comply with Massachusetts law concerning religious observance. The following is a portion of this policy:

"Any student who is unable to attend classes or to participate in any examination, study, or work requirement, because of religious observance, is to be provided with an opportunity to make up the said examination, study, or work requirement. Students have the right to make up examinations, study, or work requirements that they miss because of absence from class for religious observance, but they also have an obligation to inform the course instructor as to the days on which they may be absent for religious reasons. Students should inform the course instructor in writing of the days they will be absent as early as possible in the semester and *always prior to* the day(s) the student will be absent for religious reasons. If they feel it is important for course planning, instructors have the right to require students to provide a written list of days they will be absent for religious observance within one full calendar week after the student's enrollment in the course, pro-

vided the course instructor lists this requirement and corresponding deadline on the course outline or other handouts. In the event of a dispute between a faculty member and a student in the course, the chair/head (or a designee) of the department in which the course is taught shall be responsible for its amicable resolution. If the dispute cannot be resolved at this level, the issue should be referred to the Ombuds Office."

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# Major Programs

Majors leading to a Bachelor's degree are available in the following areas, and curricula in each are described in this book. An asterisk indicates that a departmental honors track is offered. The Colleges of Humanities and Fine Arts, of Social and Behavioral Sciences, and of Natural Sciences and Mathematics are collectively known as the Colleges of Arts and Sciences.

## College of Humanities and Fine Arts

\*Afro-American Studies, \*Art (Studio), \*Art (Design), \*Art History, \*Chinese Language and Literature, \*Classics, Classics and Philosophy, \*Comparative Literature, \*Dance, \*English, \*French and Francophone Studies, \*German, \*History, \*Italian Studies, \*Japanese Language and Literature, \*Journalism, \*Judaic Studies, Linguistics, Linguistics and Anthropology, Linguistics and Chinese, Linguistics and German, Linguistics and Japanese, Linguistics and Philosophy, Linguistics and Psychology, Linguistics and Russian, \*Middle Eastern Studies, \*Music, \*Philosophy, \*Portuguese, \*Russian and East European Studies, \*Spanish, \*Theater, \*Women's Studies

## College of Natural Sciences and Mathematics

\*Astronomy, \*Biochemistry and Molecular Biology, \*Biology, \*Chemistry, \*Computer Science, Earth Systems, \*Geography, \*Geology, \*Mathematics, \*Physics, Pre-Dental Studies, Pre-Medical Studies, Science (in combination with one of the departments in the College of Natural Sciences and Mathematics)

## College of Social and Behavioral Sciences

\*Anthropology, \*Communication, \*Economics, \*Legal Studies, \*Political Science, \*Psychology, \*Social Thought and Political Economy, \*Sociology

## School of Education

Education (as second major only)

## College of Engineering

\*Chemical Engineering, \*Civil Engineering, \*Computer Systems Engineering, \*Electrical Engineering, \*Industrial Engineering \*Mechanical Engineering

## College of Food and Natural Resources

\*Animal Science, \*Building Materials and Wood Technology, \*Environmental Design, \*Environmental Sciences, \*Food Science, \*Forestry, \*Hotel, Restaurant and Travel Administration, \*Landscape Architecture, Medical Technology, \*Microbiology, \*Natural Resource Studies, \*Plant and Soil Sciences, \*Resource Economics, \*Sport Management, \*Wildlife and Fisheries Conservation

## Isenberg School of Management

\*Accounting, \*Finance and Operations Management, \*Management, \*Marketing

## School of Nursing

\*Nursing

## School of Public Health and Health Sciences

\*Communication Disorders, \*Exercise Science, \*Human Nutrition

## Other Major Programs

\*Bachelor's Degree with Individual Concentration, University Without Walls, Bachelor of General Studies

## Honors

Any student wishing to graduate with higher honors than *cum laude* (for which a 3.2 cumulative average is required) must complete a Departmental or Interdisciplinary Honors track. Those majors offering a Departmental Honors track are asterisked in the above list. Students in all *other* majors wishing to graduate *magna cum laude* or *summa cum laude* must complete an Interdisciplinary Honors track. An expanded description is given under Commonwealth College in this catalog. Specific requirements and descriptions of various departmental requirements are obtainable from the Commonwealth College office, 504 Goodell Building.

# Declaring a Major

## How to Declare Your Major

Changing your major is a very simple thing to do and may be done at any time. To do so:

1. Obtain a "Change of Major Form" from the Registrar's Office or from Pre-Major Advising Services.
2. Get an acceptance signature from the departmental undergraduate adviser of your new major.
3. Obtain a release signature and your academic folder from your old department.
4. Bring your folder and page 3 (pink copy) of the form to your new major department.
5. Bring the top page (white form) to the Registrar's Office.

Note: Students who have not declared a major are considered to be in a University-wide "pre-major" status. They receive administrative and advising services from Pre-Major Advising Services.

**Restrictions:** Because of increased popularity and enrollment, several majors in the Colleges of Arts and Sciences have found it necessary to impose a set of predictor courses which a student must complete prior to applying for admission into their major. This enables those departments to determine which students show an aptitude for their area and to regulate the number of students and maintain a stable student-faculty ratio. Three of these majors have established pre-major categories: Computer Science (CAS/C), English (CAS/L), and Journalism (CAS/J). The majors in Communication and Psychology are also restricted, but do not have pre-major designations.

For the same reasons, the Isenberg School of Management, the College of Engineering, and the School of Nursing, and several other majors, have devised similar restrictions but do not have a pre-major designation.

## When to Declare Your Major

There is no rule about when a student must declare a major. Some majors (*e.g.*, Sociology, English, Classics, Judaic Studies, and many others in the Humanities and Social Sciences) have relatively few requirements and allow much room for taking electives or building up minor areas of concentration in related fields. Other majors (such as Music, Biochemistry, or Physics) have many required courses with specific sequences, and prerequisites which should be started in the freshman year. Students may make up for changing majors late by staying at the University for up to ten semesters, or by taking required courses during intersession or summer sessions.

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# Minors, Certificates, and Letters (Nonmajor Programs)

When students are not certain about a major, they are well advised to try courses in different departments to find out what they are interested in. They should familiarize themselves with various departments, the faculty, the specialties, and the course offerings, before making a decision. Many courses are available which would be applicable to several majors or to General Education requirements. For example, a student who is inclined toward the sciences but is not sure about which field should take introductory chemistry and calculus courses. Not only are these required for about twenty different majors in the sciences and engineering, but a student's level of achievement and enjoyment in these courses might help him or her decide on an academic direction. Even if some of the courses the student takes turn out to be irrelevant to the eventual major, they will still count toward the 120 credits needed for graduation.

## Career Considerations

In view of the present job situation, enriching a regular bachelor's degree with carefully chosen electives from other areas might be necessary in order to become competent in a competitive occupation. For example, if a student wants to be a social worker, a B.A. in Sociology may not be marketable. Supplementing the major with courses in public health, nutrition, and community services, or maybe with a minor in Spanish, would give the student a broader range of skills and make him or her more qualified for a position as, for example, a social worker in an urban area.

These programs are meant to allow students to explore and attain some competence in a second field. In some cases, students may choose a minor or certificate topically connected to their major (*e.g.*, a major in Spanish and a certificate in Latin American studies), or may choose a secondary field removed from their primary area which evinces a specific skill (*e.g.*, a major in philosophy and a minor in cartography).

Descriptions of minors and letter programs are given at the end of the department's major description. Certificate programs are grouped separately. Interdepartmental minor and letter programs are described in the Certificate, Interdisciplinary Minor, and Letter Programs section.

It is the student's responsibility to make sure that all requirements for these various programs have been met and to obtain the proper departmental signature. An authorized form for minors is available at the Registrar's Office and must be filed upon completion of the minor and prior to graduation.

Following is a list of programs which offer specific academic concentration:

## Certificates and Letters

African Studies (Five College), Arboriculture and Urban Forestry, Asian and Asian American Studies, Criminal Justice\*, Culture, Health and Science (Five College), Film Studies, International Agricultural Studies\*, International Relations, Interpreter's Studies, Latin American Studies, Medieval Studies, Middle Eastern Studies (Five College), Native American Indian Studies, Population Studies, Religious Studies, Social Research and Analysis\*

(\*Letters)

## Minors

Aerospace Studies, Afro-American Studies, Agricultural Economics, Anthropology, Arabic Language, Art, Art History, Astronomy, Biology, Chemistry, Chinese, Classical Civilization, Comparative Literature, Computer Science, Economics, English, Entomology, Environmental Design, Environmental Sciences, Exercise Science, Food Marketing Economics, Food Science, Forestry, French and Francophone Studies, Geography, Geology, German, Greek, Hebrew, History, Human Nutrition, Italian Studies, Japanese, Judaic Studies, Latin, Latin American Studies, Linguistics, Managerial Economics in Food and Resource Industries, Mathematics, Microbiology, Middle Eastern Studies, Modern European Studies, Music Performance, Natural Resource Economics, Philosophy, Physics, Plant Pathology, Plant and Soil Sciences, Political Science, Portuguese, Psychology, Russian and East European Studies, Sociology, Spanish, Wildlife and Fisheries Conservation, Women's Studies.

## Other Nonmajor Programs

Courses in other areas contribute to undergraduate education by fulfilling General Education, college, or major requirements, or as electives. Several departments regularly offer courses at the elementary and intermediate levels in other languages (Danish, Dutch, Polish, Swedish, Yiddish), and the English as a Second Language Program offers college-level English language courses to non-native speakers. Some departments that have only graduate programs offer some courses that are available to undergraduates (Biostatistics and Epidemiology, Community Health Studies, Environmental Health Sciences, and the Labor Relations and Research Center). (See index for respective entries.)

Other nonmajor programs described in this book include: Aerospace Studies (Air Force ROTC), Military Science (Army ROTC), Athletics/Intramurals/General Physical Education, Internships, Study Abroad, and the Stockbridge School. Also, undergraduates at this University may elect courses at the other area colleges in the Five College consortium (Amherst College, Hampshire College, Mount Holyoke College, and Smith College).

# University Graduation Requirements

To receive a baccalaureate, a student must satisfy requirements related to credits, grade point average, program of study, and courses. The University maintains some of these requirements in concordance with nationally recognized expectations of academic performance and achievement. Other requirements, such as the General Education program, have the additional purpose of identifying those elements which give coherence to an undergraduate education at the University of Massachusetts Amherst. Through the General Education program, the major courses of study, and the offering of elective courses, the University provides students with both breadth and depth of study. It is the University's hope that, through these, students will gain an appreciation for the value of learning as a lifelong process.

It is the student's responsibility to ensure that all requirements for graduation are fulfilled in timely fashion. To assist students in this, the Registrar's Office provides a "degree audit" every semester to each student, specifying all of the University, college, and major requirements, and indicating whether the student has met the requirement and, if not, what the student must do to meet the requirement. The Registrar's Office certifies completion of University requirements and clears students for graduation; undergraduate deans and chief undergraduate advisers authorize this clearance for college and major requirements. The requirements for graduation, and the rationale for curricular requirements, are as follows.

1) A minimum of 120 credits (128-136 for Engineering majors), at least 45 of which must

be earned in residence. For this purpose, residence credits are defined as being credits earned for work done while registered on the Amherst campus of the University of Massachusetts or while enrolled in one of the University's formal exchange programs. In addition, students generally must complete their final year in residence, residence in this sense meaning continuous enrollment and regular attendance in classes conducted on the Amherst campus.

2) A cumulative average of at least C (2.0) overall and, for students entering fall 1988 or later, a cumulative average of at least C (2.0) in the major. The official grading system runs from A (4.0) through F (0.0) and includes such options as Incompletes, Withdrawals, Audits, and Passes. A Pass/Fail option exists to encourage students to be venturesome in their choice of courses, but there are restrictions on how students may then use these courses.

3) General Education: The reason for having any general education program is to establish areas of learning and knowledge which should be common to all undergraduate programs of study. The Faculty at the University of Massachusetts Amherst has stated that an undergraduate's general education should encompass some reasonable fraction of the totality of human knowledge, insight, and interpretation. The General Education curriculum on this campus enables students to learn how natural scientists, social scientists, humanists, and performing artists think about their disciplines, and how they view their work in relation to both history and contemporary society. All courses in the General Education program strive to

stimulate critical or analytic thinking, and to provide contexts for examining the relationship between the individual and society. The capacity for critical thought includes the ability to imagine the consequences of one's choices, to articulate those consequences, and to increase understanding of one's relation to the worlds of nature, politics, and work. While acknowledging that these critical and imaginative skills are developed throughout a person's lifetime, and do not terminate with the completion of any set of courses, the University has determined that roughly one-quarter of the baccalaureate degree program should be devoted to the common General Education curriculum, and has established a set of course requirements in several different areas for this purpose, as described below. Courses which are included in the General Education program are listed in this Catalog and in the official schedules of courses with letter designations.

*Writing:* College Writing (CW) is taken during the freshman year. The Junior Year Writing requirement (which does not carry a letter designation) is completed as part of the requirements for the student's major.

*The Social World:* Students must take courses in the curriculum areas of Arts and Literature, Historical Studies, and Social and Behavioral Sciences, and must also take courses which are devoted to the study of diversity in human cultures and societies. The required distribution of six courses in the curriculum areas is as follows: one course in Literature (AL); one course in the Arts (AT) or a second course in Literature; one course in Historical Studies (HS); two courses in the Social and Behavioral Sciences (SB); and one additional course in any of the areas within the Social World (AL, AT, HS, or SB), or an Interdisciplinary (I) course. The diversity requirement is met by taking two courses designated as having a Social and Cultural Diversity (D) component. These may be courses which also fulfill other General Education requirements, and bear both letter designations (ALD, ATD, HSD, SBD, or ID), or one or both Diversity courses may have only a Diversity designation (D).

*The Biological and Physical World:* Three courses are required, with at least one course in a Biological Science (BS) and at least one course in a Physical Science (PS). Science courses which have a laboratory component are given the additional (L) designation for informational purposes. A laboratory component is *not* necessary in order to fulfill the requirement.



**Basic Math Skills:** A student may be exempted from the Basic Math Skills requirement by achieving a sufficiently high score on the Mathematics Placement Exam (offered during summer orientation and at the beginning of each semester) or the Basic Math Skills Exemption Exam (offered twice each semester). Students not exempted by examination score or transferable credit must take one Basic Math Skills (R1) course.

**Analytic Reasoning:** All students must take one course designated R2.

**Interdisciplinary option:** A student may substitute up to three interdisciplinary (I) courses for some General Education requirements. No substitutions may be made for College Writing (CW), Basic Math Skills (R1), or Analytic Reasoning (R2). Students may substitute up to three I courses in the other areas subject to the restriction that all students must take at least one course in each of the following areas: Literature (AL), Historical Studies (HS), Social and Behavioral Sciences (SB), Biological Sciences (BS), and Physical Sciences (PS). An interdisciplinary course will fulfill a Diversity requirement only if it is designated ID.

Only one course in the student's major department may be counted toward satisfaction of the following General Education requirements: AL, AT, HS, SB, BS, PS, or R2. If the student uses one course in the major department to fulfill one of these requirements, and that course does *not* have a Diversity designation (is not designated ALD, ATD, HSD, SBD, or ID), the student may use a second course in the major department to fulfill one of the two Diversity requirements. At least one Diversity requirement must be fulfilled outside the major department.

No General Education requirement will be fulfilled by a course for which a "pass" grade (P) is recorded. (Students should not elect the Pass/Fail option for courses which they wish to count towards their General Education requirements.)

4) College or School requirements, where applicable. See descriptions in the introductory sections of the Colleges and Schools.

5) A major, constituting intensive or specialized work in a particular department or program, provides depth in an undergraduate education. The number of credits required for a major varies widely, depending on the field of study. Every major requires the successful completion of at least 30 credits in a coherent and extensive set of courses with a particular discipline or focus; many require more. The University now offers 90 majors, including the

Bachelor's Degree with Individual Concentration, a major which the student creates in conjunction with a faculty sponsor. Departmental major requirements may change yearly. Considerable majors information is available in this catalog under major field headings, and details can be requested directly from the specific department on campus.

Various special programs, such as BDIC, University Without Walls, Commonwealth College (formerly the Honors Program), and Continuing Education offer special variations of the graduation requirements. Commonwealth College in particular offers a number of options to students, including the Commonwealth College Scholar program, and departmental and interdisciplinary honors programs.

### University Graduation Requirements Summary

1. 120 credits
2. A cumulative average of at least 2.0, overall and in the major
3. General Education requirements
  - a. Writing—2 courses: College Writing (CW), and Junior Year Writing course in major department
  - b. Social World—6 courses, with at least two having a Social & Cultural Diversity (D) component: Literature, Arts or 2nd Literature, Historical Studies, Social & Behavioral Sciences (2 courses), and a 6th course from any Social World area
  - c. Biological and Physical Sciences—3 courses, with at least one in each area
  - d. Basic Math Skills—1 course, or exemption by exam
  - e. Analytic Reasoning—1 course
  - f. Interdisciplinary Option—Substitution of up to three Interdisciplinary courses for some requirements, subject to restrictions. No substitution is allowed for CW, R1 or R2, and a student must complete at least one course in each of AL, HS, SB, BS, and PS.
4. College requirements
5. An approved major

### Graduation with Honors

*Cum laude* is awarded to all students graduating with a 3.2 GPA who complete 48 graded credits in residence. Participation in Commonwealth College is not necessary.

The Honors Program is being replaced by the new Commonwealth College. All students who complete Commonwealth College requirements will graduate as "Commonwealth College Scholars." These requirements include a GPA

of 3.2 or better, foundation requirements, honors courses, and a culminating experience requirement. Graduation with higher honors (*magna cum laude* or *summa cum laude*) also requires completion of a departmental or interdisciplinary honors track.

Commonwealth College students must satisfy foundation requirements in three areas, in their first year in the College. The writing requirement is satisfied by completion of the General Education College Writing requirement (ENGLWP 112H or 113H or exemption). Requirements in oral communications and computer literacy may be satisfied either by a course or by a demonstration of skills.

A minimum of ten honors courses must be completed with grades of B or better. These ten honors courses must include: College Writing (ENGLWP 112H or 113H); three other General Education courses, one of which must have an Interdisciplinary (I) designation; and one other interdisciplinary course or an interdisciplinary independent study. Three of the ten honors courses must be at the 300 level or above. Accommodations may be made for those entering the College after the freshman year.

The term "honors courses" includes colloquia (e.g., MUSIC 150/H02), enriched courses (e.g., HIST 103H), Commonwealth College honors seminars (e.g., HONORS 292D), Honors thesis (499Y/T) or project (499Y/P), and honors independent studies (e.g., HONORS 296 or BIOL 296H). Honors credit is also granted for graduate-level courses at the 600 level or higher.

All students seeking to graduate with higher honors must complete an honors track, and the culminating experience must be a research thesis, research project, or major creative work. A minimum GPA of 3.5 is required for graduation *magna cum laude*, and 3.8 for *summa cum laude*.

A departmental honors track is based on the work of the student's major department; not all majors have approved honors tracks. If no departmental honors track is available, and/or if the student chooses to focus his or her honors work in two or more departments, the student may develop an interdisciplinary track. An interdisciplinary honors track requires that the honors course work be in at least two different departments, and that the research be clearly interdisciplinary.

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# The First-Year Experience

At any university, students generally consider their first year to be the most challenging. The new university student usually finds that college academic work is more extensive and advanced than that experienced in high school. In addition, students need to adjust to entirely new learning and social environments.

The University believes that first-year students' adjustment can be improved 1) by ensuring that each student understands the series of decisions and deadlines that must be faced during the year, 2) by providing a variety of living environments based on common academic or other interests which help create a small college environment on a large university campus, and 3) by providing a wide variety of student activities which allows students to pursue extracurricular interests and to make friends with students who have varied backgrounds and interests.

## 1) The Academic Year in Sequence

*Summer Orientation*—For the first-year student, the academic year begins with a two-and-one-half day orientation period during the summer prior to their first semester at the University. During their stay, students live in a University residence hall, eat in a dining commons, and tour the campus' academic and residential buildings. Students also take the math and writing placement exams, and the results are used in determining appropriate math and writing course placement. Each student meets with an academic adviser, selects a schedule of appropriate courses, and preregisters for courses through the University's touch-tone telephone course selection system. In addition, students complete a housing preference form listing the residential areas they prefer. Students also learn about a wide range of academic, residential, and extracurricular options available to them at the University.

*Summer Mailings*—During late July and August, each student is mailed a fall course schedule, a housing assignment, and a bill which includes both tuition and fees. It is important that bill payment be made according to the strict deadlines issued by the Bursar's Office. Failure to do so will result in the loss of both the student's housing assignment and course registration. Many students commonly find that their initial course schedule is incomplete (they were not scheduled for all the courses they requested). There are a number of reasons why a student may not receive a complete schedule (time conflicts between courses, course over-subscribed, etc.). It is important for new students to understand that course registration is a two-step process. Step one is the initial processing by computer of the course requests

students made through the touch-tone system, with the resulting computer course schedules mailed out in the summer. Step two occurs when students may add additional courses or drop courses they no longer wish to take.

*Add/Drop Period*—Students may change their course schedules (adding and/or dropping courses) through a touch-tone telephone add/drop process similar to that used in preregistration. The add/drop period begins about a week before the semester begins, and continues through the first 14 calendar days of the semester. Students may telephone the registration system, as instructed in the summer mailing and revised schedule book, and drop or add courses. In some cases, students may be informed that a course is closed or that they need to make special arrangements to enroll in the course when they arrive on campus (if they call before the semester begins) or by contacting the department (after the semester begins).

*Fall Arrival*—New students are permitted to move into residence halls one day before other students. Various orientation activities take place over the two days preceding Registration Day (the day before classes start). Students may continue to add and drop courses (with no record), by using the telephone system, through the first 14 calendar days of the semester. They may find that they need to make individual arrangements for some courses at the departments, or to be placed on waiting lists to try to add some courses. Students should carefully evaluate their early course experience during the add/drop period and consider dropping courses which are significantly beyond their abilities. (It is recommended that students see an academic adviser before dropping a course.) Full-time students must continue to carry at least 12 credit hours. (Subject to certain restrictions and/or penalties, courses may be dropped after the add/drop period. This and other academic regulations are detailed in the publication *Undergraduate Rights and Responsibilities*, distributed to all students.)

*Counseling Week*—During counseling week (see academic calendar) students will normally see their academic advisers, select their spring courses, and preregister for courses through the University's touch-tone telephone course selection system.

*Final Exam Period*—Because of the large number of courses offered, the final exam schedule is not released until the middle of the semester. Students should be prepared to remain on campus through the last day of the final exam period. Travel reservations should not be made for an earlier date until the final exam schedule is released.

*Winter Session*—A number of courses are offered in Intersession during the month of January. Students desiring to take an additional course during this period should contact the Division of Continuing Education. Participation in Intersession courses is entirely voluntary.

*Spring Semester*—Having "learned the ropes" during the fall semester, students will find the spring semester to be basically a repeat in terms of the sequence of academic activities (add/drop period, counseling week, and final exams). An abbreviated orientation program is offered by the New Students Program for students entering the University for the first time in the spring semester.

*Summer Session*—Courses are offered during two summer sessions (see Academic Calendar) through the Division of Continuing Education.

## 2) Residential Living Options

The residential campus at Amherst not only provides first year students with the convenience of living on campus, but it also provides a number of living options which allow students to live together who share a common academic, cultural, or social interest. These living options are explained during summer orientation and students may choose to sign up for a particular living option within their desired residential area. Academic options include Residential First Year Programs (a set of required general education courses taught in the residence hall for students living in the same hall), Foreign Language Suites, Arts Programs, the Honors Residential Cluster, and the First-Year Engineering Program (see Residential Academic Programs for details). Other living options include the Multicultural Services Project, the Diversity Corridor, and the Fine Arts Music Corridor (see Housing for descriptions).

## 3) Extracurricular Activities

Participation in student activities provides opportunities to make new friends, to obtain practical experience, and to simply have fun. As a large institution, the University is able to provide over a hundred organized student activities within several general categories: intercollegiate and intramural sports (for men and women), student government and political action groups, student media (print, radio, and TV), student cooperatives and businesses, performing arts groups (theater, music, dance, film, literature, and the Minuteman Marching Band), cultural and religious organizations, and recreation organizations.

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# Undergraduate Advising and Academic Support Center (UAASC)

*Associate Dean:* Pamela Marsh-Williams  
609 Goodell Building, 545-6493

The Undergraduate Advising and Academic Support Center (UAASC) is an umbrella agency for a variety of academic programs and services for undergraduates and graduates. The Bachelor's Degree with Individual Concentration (BDIC) program is an affiliated unit to UAASC. The academic support services encompassed under UAASC are described below. The director of UAASC is an associate dean in Academic Affairs, and is also the director of Pre-Major Advising Services.

## Pre-Major Advising Services (PAS)

*Director:* Pamela Marsh-Williams  
*Assistant Dean:* Richard Pioli  
615 Goodell Building, 545-2191

All students who have not declared or been admitted to a major are considered to be in a "pre-major" status, and receive advising and undergraduate dean services through PAS. All pre-major students are served by an academic adviser in PAS, who will be a member of the University faculty or professional staff. The undergraduate deans in PAS are faculty advisers who have authority to make certain decisions concerning academic discipline and requests for exceptions to regulations.

Advisers assist students in making informed choices about campus programs and course selection, forming academic plans to meet long-term and short-term goals, and identifying other resources at the University. Advisers also help students make decisions about coping with academic difficulties (such as a cumulative average below 2.0), and petitions for exceptions to regulations (such as late withdrawal from a course). Students may meet with an adviser on an appointment basis, or on a drop-in basis when advisers are available.

PAS can help identify problems that are interfering with a student's academic success, and find support for the student's development. The undergraduate deans and advisers in PAS coordinate efforts with the specialized programs for ALANA students, disabled students, and students receiving support services from other agencies, to provide a cohesive framework for decision making and referral.

Each year PAS co-sponsors a "Majors Fair" to give easy access to information about a wide variety of departments and programs on campus. PAS offers regular new student orientations, assistance with preregistration, and help with admission to majors that have identified pre-major tracks.

## Domestic Exchange and Five College Interchange Programs

*Coordinator:* Sheila Brennan  
614 Goodell Building, 545-5351

These two programs extend a student's educational opportunity beyond the campus.

Through the Five College Interchange Program, a University student can experience a smaller classroom setting and participate in a wide range of academic programs offered at four local liberal arts institutions (Amherst, Hampshire, Mount Holyoke, and Smith colleges) at no extra cost. Through the National Student Exchange Program, students can experience a different geographical and academic setting at one of the 170 participating colleges and universities across the country. Both programs offer opportunities for students to work with a diverse range of faculty members, to gain access to information from the facilities at another campus, and to take advantage of the many academic and cultural programs that are offered locally and nationally.

Students interested in participating in either program should contact the Domestic Exchange Program and Five College Interchange Program Office for information and advice.

## Learning Disabilities Support Services (LDSS)

*Director:* Diane M. Campbell  
321 Berkshire House, 545-4602

LDSS, part of the Undergraduate Advising and Academic Support Center (UAASC), is a support service for students with documented learning disabilities. Students have the responsibility for initiating contact with LDSS, and for providing diagnostic evidence to support their eligibility for services.

Case managers work with each student to develop individualized plans related to the student's overall academic goals and specific courses. Accommodations are based on the

individualized plan, and must be requested for each course individually. Accommodations could include extended time for exams and/or assignments, books on tape, note-takers, prepared materials before class, or an alternative test format. LDSS also helps students to locate tutor services.

Even if students decide that they do not need accommodations in a particular semester, they are encouraged to maintain regular contact with LDSS. The staff takes an interdisciplinary approach to serving students, and provides support in a variety of ways.

Students or applicants with psychological or neurological disorders (including Attention Deficit Disorder) receive services from Counseling and Assessment Services, and should see the information below.

## Counseling and Assessment Services (CAS)

*Director:* Sally Freeman  
123 Berkshire House, 545-0333

Counseling and Assessment Services (CAS) provides a broad spectrum of clinical and skills-related services to all students of the University.

CAS is staffed by professional psychologists, a neuropsychologist, a psychotherapist, and supervised advanced graduate students in psychology. Services are available to students in the areas of psychological counseling and therapy, diagnostic assessment, career counseling, biofeedback, and stress management. In addition, workshops are scheduled each semester which focus on motivation, improving academic achievement, career concerns, time management, and stress reduction.

CAS provides academic support services to students with documented psychological disabilities and neurological disorders. Calls concerning this should be made to 577-2457. Case managers work with individuals to assess the need for and request accommodations in courses and other educational activities. Case management includes academic support; informal needs, skills, and mental status assessments; assistance in setting academic and personal goals; referrals to other appropriate support services; and liaison with other mental health providers. Staff also provide consultation, education, and training to University staff on issues related to psychological disabilities.

CAS provides a range of diagnostic assessment services for students who are referred on

the basis of academic and learning problems. Comprehensive test batteries designed to assess the presence of learning disabilities, Attention Deficit Disorder, and a variety of psychological disorders which can interfere with learning, are available to students at the University. The diagnostic assessment report that each student receives is complete with individualized recommendations that are specifically relevant to the campus and its resources. Fees for these assessments are covered under the University's Student Health Insurance Plan; a variety of additional payment options are also available.

All students who might benefit from these services should either call 545-0333 or come to Room 123 Berkshire House to make an appointment for intake services, available Monday through Friday, 9 a.m. to 3 p.m. Students who may have questions regarding any CAS services are encouraged to visit or call.