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# Husson

The Husson University Catalog for the 2014-2015 academic year provides a wealth of information for existing and prospective students, their families, and the University community. The reader will find useful information relating to Admissions, Financial Aid, and Student Affairs. In addition, the Catalog provides program requirements and course lists relevant for students entering during the 2014-2015 academic year. Though the University and its academic departments reserve the right to modify degree program requirements and courses so as to enhance educational outcomes, degree requirements noted herein represent the expected course of study and academic policies that will apply to students throughout their academic career at Husson so long as they remain within their chosen discipline of study.

Husson University faculty, staff, and administration feel privileged to foster the intellectual and personal development of students who enter our programs. We hope that the Husson University Catalog for the 2014-2015 academic year provides you with clear and sufficient information of our programs of study and policies. We are grateful for the opportunity to serve you and welcome any questions you might have.

# Accreditation

## New England Association of Schools and Colleges, Inc. (NEASC)

<http://www.neasc.org/>

Husson University is accredited by the New England Association of Schools and Colleges, Inc. through its Commission on Institutions of Higher Education. Accreditation of an institution of higher education by the New England Association indicates that it meets or exceeds criteria for the assessment of institutional quality periodically applied though a peer review process. An accredited college or university 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 of Schools and Colleges, Inc. is not partial but applies to the institution as a whole. As such, it is not a guarantee of every course or program offered, or of 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 accreditation status by the New England Association of Schools and Colleges, Inc. should be directed to the administrative staff of the institution. Individuals may also contact:

Commission on Institutions of Higher Education

New England Association of Schools and Colleges, Inc.

209 Burlington Road, Suite 201

Bedford, MA 01730-1433

(781) 271-0022

E-Mail: cihe@neasc.org

## International Assembly for Collegiate Business Education (IACBE)

<http://www.iacbe.org/>

Husson University has received specialized accreditation for its business programs through the International Assembly for Collegiate Business Education (IACBE), located in Olathe, Kansas. The business programs in the following degrees are accredited by the IACBE:

- Bachelor of Science in Accounting, Accounting/CIS, Business Administration (with concentrations in General, Financial Management, Hospitality Management, Independent Program of Study, International Business, Management, Marketing, Small/Family Business Management and Sports Management), and Computer Information Systems.
- Master of Business Administration with specializations possible.

IACBE Annual Reports are available upon request.

## Commission on Collegiate Nursing Education (CCNE)

<http://www.aacn.nche.edu/accreditation/>

The Husson/Eastern Maine Medical Center Baccalaureate Nursing and all MSN programs are accredited by the Commission on Collegiate Nursing Education, One Dupont Circle, NW, Suite 530, Washington, DC 20036, (202) 887-6791, http://www.aacn.nche.edu/accreditation/. The BSN program is approved by the Maine State Board of Nursing <http://www.maine.gov/boardofnursing/>.

## Accreditation Council for Occupational Therapy Education (ACOTE )

<http://www.aota.org/Educate/Accredit.aspx>

The Occupational Therapy program is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 4720 Montgomery Lane, P.O. Box 31220, Bethesda, MD 20824-1220. ACOTE's telephone number c/o AOTA is (301) 652-AOTA.

## Commission on Accreditation in Physical Therapy Education (CAPTE)

<http://www.apta.org/AM/Template.cfm?Section=CAPTE3>

The Doctor of Physical Therapy Program in the School of Health is fully accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE). Information about CAPTE and the accreditation process is available through the American Physical Therapy Association website at www.apta.org/capte. CAPTE can also be contacted at 1111 North Fairfax Street, Alexandria, VA 22314. Phone is 703.706.3245.

## Accreditation Council for Pharmacy Education (ACPE)

<http://www.acpe-accredit.org/>

The Pharmacy program has been awarded Candidate status from the Accreditation Council on Pharmacy Education.

## Maine Department of Education

<http://maine.gov/education/>

The School Counseling and Teacher Education programs in the School of Education are approved by the State of Maine Department of Education.

## National Board for Certified Counselors

<http://www.nbcc.org/>

The Masters programs in Clinical Mental Health and School Counseling are approved by the National Board for Certified Counselors to provide continuing professional education and development.

# Supplements to this Catalog

Husson University reserves the right to change, at any time without notice, the policies, procedures, tuition and fees, curriculum, program requirements and all other contents of this catalog. The Husson University catalog does not constitution an express or implied contract, nor does it establish the express or implied authority of those listed herein. In addition, it is not intended for the language of the catalog to limit reasonable actions the University may take in responding to matters relating to students, faculty, or staff. The catalog is offered only as information. It is the responsibility of persons relying on this catalog to confirm with the appropriate Husson University official that any provision herein is applicable.

Husson University does not discriminate or permit discrimination by any member of its community against any individual on the basis of race, color, religion, national origin, sex, sexual orientation, age, disability, citizenship, or veteran status in matters of admissions, employment, housing, or services or in the educational programs or activities it operates. The University operates its programs so that, when viewed as a whole, they are accessible to handicapped persons. It is Husson's policy to ensure that no qualified student with a disability is denied the benefits of, excluded from participation in, or otherwise subjected to discrimination in any University program or activity. Any concerns regarding compliance with non-discrimination laws should be directed to:

Human Resources Officer
Husson University
One College Circle
Bangor, ME 04401
Telephone: 207-941-7131
Fax: 207-941-7905

# Husson University

Founded in 1898, Husson became a University in October of 2008, having evolved from a small proprietary school to an accredited independent institution offering undergraduate programs in business, education, health, communications, and science and humanities, graduate programs in business, nursing, occupational therapy, criminal justice administration, counseling psychology, education, school and pastoral counseling, and first professional doctoral programs in pharmacy and physical therapy. The undergraduate student body has grown to over two thousand day students and over one thousand graduate and evening students on the campus in Bangor and at extended learning centers in Westbrook, Presque Isle, and Wells, Maine. In addition, the campus is home to international students who come to Husson from all parts of the world. Husson graduates have achieved success in a wide variety of professional positions in Maine and throughout the world.

The Eastern Maine Medical Center School of Nursing, founded in 1892, merged with Husson University and became the origins of the School of Health. In 1997, Husson purchased the New England School of Communications, which was a wholly-owned subsidiary of the University with separate accreditation and degree granting authority until 2014 when it merged with Husson becoming a school within the University.

## Vision

Husson will be a University of choice for premier professional programs where students succeed, experiential learning is championed and global engagement is emphasized.

## Mission Statement

Husson University inspires and prepares students for professional careers in current and emerging fields within the context of an education informed by the sciences and humanities.

We achieve this career preparation by supporting and emphasizing

- Outstanding teaching.
- Scholarly contributions to one's discipline or field of expertise.
- An undergraduate and graduate curriculum that is challenging, relevant, and promotes critical thinking skills, self-confidence and strong communication skills.
- Commitment to ethical behavior and social responsibility through involvement in the world by faculty and students, administrators and staff, board members, and involved citizenship as a university.
- Lifelong learning to prepare students professionally and personally for the challenges of a constantly changing world.
- A diverse cultural and global perspective achieved through student development and experiential learning opportunities that reinforces our commitment to a strong academic community.
- Careful management and stewardship of University resources.

## The Campus

Husson’s approximately 200 acre campus is situated on a wooded hillside that is only a short walk away from a shopping center and two miles from the business district of the city of Bangor, Maine (population 36,000). Most points in the city are accessible by public transportation from the campus, and Bangor is the home to the second largest public library in New England, and the oldest continuous community symphony orchestra in the country. The population of greater Bangor is approximately 100,000.

Campus amenities include three residence halls with single and double rooms all equipped with cable TV and internet access via data port and wireless systems. The Darling Learning Center combines experiential learning classroom space and administrative offices on the first floor with four additional floors of suite style residential accommodations. The newly renovated dining center provides a healthy dining experience with options that satisfy a variety of tastes and needs. The center offers flexible meal plans. Academic amenities include recently renovated science and networked microcomputer labs, library and conference rooms as well as an arboretum, an athletic complex that includes the Swan Fitness Center and a 6-lane competition-size pool. The George E. Wildey Communications Center is home to the New England School of Communications (NESCom) and houses the radio station and television, recording and production studios. The Richard E. Dyke Center for Family Business serves as an interface between the University and Bangor business community. The campus includes four academic and administrative buildings. Peabody Hall hosts the College of Business and the School of Pharmacy. The O’Donnell Commons houses the health programs in the College of Health and Education. The Education programs of the College are located in the Darling Learning Center. The Meeting House hosts the School of Science and Humanities, executive administration, as well as the Gracie Theater, a state-of-the-art 500 seat auditorium. Peabody Hall also offers a bookstore and a campus center that houses an art gallery, chapel, and dining and performance areas for the Husson community as well as the Furman Center that serves as a center for student activities and recreation.

Husson is located near some of the finest recreational opportunities in Maine. The Kenduskeag Stream is a five-minute walk from campus. Excellent skiing and hiking trails are nearby, and the campus is only an hour away from the great Maine woods, the rockbound coast and Acadia National Park.

## The Sawyer Library

The W. Tom and Bonnie Sawyer Library provides physical and online informational resources that support curricular as well as research activities. The Library acquires materials that complement the degree programs and reflect the interests of the University. These include introductory, practical, professional, and theoretical materials. Books and journals for recreational reading and for personal growth are also part of the collection. In addition, the Library maintains modest collections of federal and state documents, company annual reports, and pamphlets.

Online resources are a critical component of the Library's collection. The Library has online resources to support all the degree programs, and these include a variety of full-text databases and journal indexes. Information about the Library's resources, and its online catalog, is accessible from the Library's Internet home page. Follow links to the Library from the University's home page at http://www.husson.edu/.

Sawyer Library belongs to a consortium of over fifty public and academic libraries in Maine. Students may borrow materials from these libraries, and from other Maine libraries. Students also have access to local libraries, including Bangor Public Library, Parrot Health Science Library at Eastern Maine Medical Center, and Fogler Library at the University of Maine.

Students have several opportunities to improve their information search and retrieval skills. Librarians are available to assist students one-on-one. Bibliographic instruction is offered through some English courses and in some research oriented degree courses. The Library is open seven days a week during the academic year and offers a quiet environment which is conducive to learning and studying.

## Information Resources

The Information Resources Office is responsible for designing, implementing and maintaining Husson's computer and technology systems and facilitating the use of these systems by the Husson Community. It also manages the computer labs, campus email, Husson's Ethernet and telecommunications network and various Web and file servers. The University has five computer labs in Bangor, and two at our South Portland site. The University operates one networked lab 24-hours of each day for continuous student access.

All students have access to their own campus email address, server storage and personalized Web portal for viewing grades and registering for classes. Public computer kiosks are available for access to email and to the World Wide Web, and each residence hall is equipped with copper and wireless access to the Internet.

## Collaborations and Locations

Husson University offers degree programs at offsite locations and closely collaborates with other educational initiatives including:

### New England School of Communications

The New England School of Communications (NESCom), was a wholly owned subsidiary of Husson until 2014 when it merged with the University to become its fifth school or college under the leadership of a Dean. Up until the merger NESCom was accredited by the Accrediting Commission of Career Schools and Colleges. It is now under the umbrella of accreditation afforded to Husson University by the New England Association of Schools and Colleges (NEASC).

### University of Fredericton

A close collaboration with the University of Fredericton in New Brunswick, Canada affords the opportunity for Canadian citizens who obtain their diploma from a Canadian Public Community College to complete a baccalaureate degree from Husson University in an abbreviated period of time through online course offerings.

### Offsite Locations

Husson University actively promotes educational opportunities throughout the State through its offsite locations. Extended learning communities are found in centrally located areas in Westbrook, Presque Isle, and Wells, Maine.

# General Information

The following pages provide insight and important policies and procedures that guide, explain, and enhance the experience of students who engage in studies at Husson University. The University community is responsible for complying with and upholding the essence of the policies and processes elucidated on these pages.

## Student Affairs

### Student Orientation

Each summer, New Student Orientation Days are offered through the Dean of Students' office. These student orientations are intended to provide incoming students and their parents with the information they need to successfully transition to higher education. Combined and separate programming strands for parents and students carry on throughout the day to introduce them to a variety of individuals and departments providing myriad student supports. Information is provided on academic protocols and procedures, athletics, purchasing textbooks, class schedules and student life on campus to name just a few areas. Students have the opportunity to meet with an advisor in their respective school (the School of Science & Humanities, the College of Business, College of Health & Education, or the New England School of Communications), to have their photo taken for their student ID and to see a room in the residence halls. Over 80% of incoming students have historically participated in New Student Orientation Days. For those students unable to attend one of these New Student Orientation Day events, or who are accepted into the University after these dates have passed, New Student Orientation Day programming is also offered during Welcome Weekend.

Welcome Weekend is when students return to campus for the start of the semester. The first day of Welcome Weekend is for new students only and is dedicated to helping them become acclimated to the start of the school year. After moving into the residence halls, students and parents jointly attend a convocation. Later, students are provided opportunities to meet with advisors and assemble in their first Husson Experience class which provides instructors the opportunity to welcome students to campus, to assist them in meeting other students on their first day on campus, and to answer any questions they may have about academic protocols and expectations.

### Housing & Residential Life

The Housing and Residence Life Staff strives to cultivate a living-learning environment where students can flourish within the structure and support of our college community. It is our intent to challenge our students and provide opportunities through consistent and collaborative efforts so that they may reach their fullest potential. We embrace and support the development of a strong community that practices hospitality, embraces the concept of personal accountability, and nurtures a trusting and civil environment that celebrates the unique and diverse experiences of each student while acknowledging what binds us together. To this end, we strive to guide and mentor our students to become successful, contributing, and interdependent citizens of society.

The residential community is comprised of four residence halls – three traditional halls and one suite-style hall. The traditional halls (Bell, Carlisle, and Hart) are co-ed by floor, mostly double rooms, a mixture of freshmen – seniors, common shower facility on each floor, and some floors are theme-based. Every room comes with the following furnishings for each student: desk, chair, dresser, wardrobe, bunkable/stackable bed (in most cases), and mattress. Furthermore, each room is equipped with a cable TV outlet and access to wireless internet as well as the use of a hard-wired data port. One mini-fridge is allowed in each room (no larger than 3.3 cubic feet) and no microwaves are allowed at this time. All housing contracts include a board plan.

The suite-style residence hall (Darling Learning Center) accommodates up to four students in a suite. Each suite has two bedrooms (two students in each), living room, private bath and vanity area, and electronic locks on the suite entrance as well as individual bedrooms. The bedroom furniture, as well as cable TV and internet, are the same as the traditional halls. The living room furniture includes a sectional sofa and a hard topped ottoman. There are no appliances in the suite – roommates talk with one another in advance and discuss who is bringing a mini-fridge, microwave, etc. Two min-fridges are allowed per suite (same capacity as in traditional halls) and one microwave is allowed in each suite. The microwave must not exceed 0.75 cubic feet and 750 watts.

All full time, first and second year undergraduate day students of Husson University are required to reside in on-campus housing unless they are married or commuting from their parent(s)/legal guardian(s) address within a specified distance from the University. Housing contracts are for the full academic year.

### Dining Services

Husson University Dining Services welcomes you to the newly renovated Dickerman Dining Center where you will find culinary professionals committed to providing you with a quality dining experience. We serve a wide variety of foods designed to meet the needs of a diverse university community. In addition to meal plans for resident students, dining dollars and commuter meal plans are available and may be purchased in the Dining Services office located in 103 Peabody Hall.

Cressy Marketplace located next to the Campus Center on the lower level of Peabody Hall provides deli style sandwiches, fresh beef burgers, and daily specials that are popular with our students. Excellent coffee, an assortment of cold beverages, packaged snacks, as well as, fresh fruit and other healthy food and snack options are always available. Open late nights and weekends.

Willey's Café located next to the Furman Student Center specializes in Starbucks coffee and espresso drinks and our very popular, house-made Panini sandwiches. Check out our selection of pastries for that perfect sweet treat.

## Counseling Services

The primary mission of Husson's Counseling Services Center (CSC), located at 214 Peabody Hall, is to assist students in their pursuit of success. In order to do this, counselors help students use their strengths and resources to overcome barriers and to develop new strategies to improve mood, relationships and performance.

The Counseling Services Center staff provides a number of services, including evaluation, personal coaching and performance enhancement, individual therapy, couples therapy, outreach, consultation and instruction. They also offer substance abuse programming and counseling for students who are concerned about their own alcohol or substance abuse, or that of others. This might include prevention, early intervention, assessment, education, individual and group counseling, and referral.

Students are eligible for free, time-limited counseling services from our licensed mental health professionals between the hours of 8am and 4pm Monday through Friday.

## Academic Services

The Center for Academic Services (CAS) was established during the fall of 2006 to provide guidance for students who have not yet declared a major program of study and students who are considering a change of major or need assistance with study skills, time management and academic planning. Staff in the CAS collaborate with faculty to identify and support the academic progress of students as they utilize early intervention strategies to support the students' academic and social needs. Academic services include the Learning Center which provides peer and faculty tutors in most General Education courses.
Husson University's freshman seminar course, Husson Experience (HE111), is developed and coordinated through the CAS. A one-credit, graded requirement of all traditional-age, first-semester students, it focuses on developmental tasks that enhance student persistence and success. These tasks include academic and social assimilation, career exploration, critical thinking, financial literacy, interpersonal responsibility and self reliance. The course meets once a week during the first semester and is taught by full time faculty and CAS staff. The first class session of the Husson Experience meets the first day of Welcome Weekend.

## Disability Services

Husson University is committed to providing reasonable accommodations for otherwise qualified students with documented, qualifying disabilities. Disability services are provided and supported through the Dean of Students' office. Information regarding where to access support is provided to all incoming students and their parents during the summer orientation sessions (FYI Days) and in letters sent by the admissions office. Returning students who receive support for disabilities are sent reminders of the need to meet and update their accommodation plan at the start of each semester. In order for Husson to provide reasonable accommodations, students must provide documentation of a disability and request accommodations. The Dean of Students will review documentation and work with the student to assure an appropriate accommodation plan.

## Student Health

The mission of the Student Health Center is to enhance the academic environment of Husson by providing quality health care, health education and preventative services to students in a caring, cost-effective and convenient manner. The Student Health Center is staffed with a full time, registered nurse director and two, part time, Family Nurse Practitioners. The Student Health Center, located in 101 Carlisle Hall, is open Monday through Friday for walk-in care. Services include general medical care, emergent care, preventative care, some lab services and allergy shots. There is no charge for any examination or consultation in the health center and services are available to both resident and commuter students.

## Immunization

Maine State Law (22-MRSA§6359) amendment 10-144 DHHS requires post-secondary students born after 1956 to show proof of immunization against measles, mumps, rubella, tetanus and diphtheria. This applies to all full-time students and all part-time students who are seeking a degree. Specific University programs (usually those in health care fields) may require additional immunizations and documentation.

## Student Insurance

All full-time, undergraduate students are required to have some form of accident and sickness insurance coverage. Husson University makes available to its full-time undergraduates a plan of accident and sickness insurance. Students already insured by another plan are exempt from this requirement upon proof of coverage.

## Student Activities

Husson University's Student Activities Program works to enhance the student life experience by providing a wide variety of activities and programs to engage and enrich the campus community. Programming provides social, educational and cultural opportunities. Activities are held both on and off campus and are available free or at reduced fees to students. Students are encouraged to be actively involved with the Student Activities Program by serving on programming advisory boards or working with the program in a work study position. Current Student Activities Programs can be found on the University's web site and Google site as well as Facebook and Twitter.

## Student Government and Clubs & Organizations

The Student Government serves to represent the best interests of the student body and act as a liaison between the administration and faculty for this constituency. Students can serve on the Student Government as Senators or Executive Board Members. Elections for these positions are conducted in the fall and spring semesters respectively.

A variety of clubs and organizations exist on the Husson University campus. These groups are student driven and supported by Student Government. Student club and organizations provide engagement opportunities in the areas of service, professional development, recreation, fraternal societies and academics. A current list of student clubs and organizations can be found on the University's web site.

## Community Code of Conduct

Husson University's mission is to inspire and prepare students for professional careers. This endeavor includes a commitment to ethical and social responsibility. Students associated with Husson University are charged to be good citizens and foster a positive living and learning environment. The Community Code of Conduct provides the framework for student behavior within which students are expected to live while a student at Husson University. Adherence to the Community Code of Conduct is accepted as a student voluntarily associates themselves with the institution. The Husson University Community Code is published on the University's website.

## Athletics and Recreation

The Athletic and Recreation facilities include the Newman Athletic Complex that has basketball and volleyball courts, a 25-yard, 6-lane competitive swimming pool, a strength-training room, and a dance studio. The Swan Fitness Center has cardiovascular machines, weight machines, free weights, televisions and a sound system, and also houses the Kenduskeag Institute Research Laboratory and athletic trainer facilities. The Husson outdoor athletic and recreation facilities include the Winkin Sports Complex with the Harold Alfond Diamond, the Boucher Soccer Pitch, the O'Keefe Softball Field, tennis courts and practice fields.

The University offers an extensive intramural, recreational and intercollegiate sports program for both men and women. The men's and women's intercollegiate programs conform to and hold memberships in the National Collegiate Athletic Association, Division III (NCAA) and the North Atlantic Conference (NAC). Men's intercollegiate competition includes soccer, football, basketball, baseball, lacrosse, cross country and golf. Women's competition includes volleyball, soccer, basketball, softball, swimming, lacrosse, field hockey, cross country, indoor track and outdoor track.

Intramural sports play a large part in satisfying the recreational needs of the University community. Many students compete in basketball, swimming, volleyball, tennis, softball, soccer, floor hockey and flag football, just to name a few. Husson campus facilities also provide many opportunities for informal recreation like the new W. T. Gardner & Sons Recreation area.

## Bookstore

The Mary McDonald Bookstore is located in the lower level of Peabody Hall Room 107 and is operated by Follett Higher Education Group. The bookstore stocks course materials required in all programs of study at the University. They also offer a wide variety of school supplies, reference books, greeting cards, snacks and an exclusive line of Husson University apparel and gifts.

Textbooks can be purchased or rented through their website at http://www.husson.bkstr.com. You can also purchase select University apparel, gifts and school supplies or view current store hours and events on their website. Contact the bookstore directly at 207-947-2270, campus ext. 7114 or via email at 0884mgr@fheg.follett.com.

## Career Services

The mission of Career Services is to help students and alumni of Husson University in exploration and pursuit of meaningful careers over their lifetime. The office provides comprehensive resources, programs, and counseling on career development, internships, the job

search and the graduate school process. Our goal is to foster positive relations with employers, students, alumni, faculty, and staff to help students and alumni make career decisions, connect with employers, pursue further education, and develop their professional lives and goals. Services provided include: career assessments, assistance with choosing a major, advice with internship selection, graduate school advising, networking skills, professional etiquette, and the use of Social Media in the job search process.

## Student Employment

The Student Employment Office offers student employment opportunities associated with the institution. Many of these positions require a workstudy award from financial aid, though some other opportunities are available. Student employment on campus provides direct experiential learning to our student body. A student who wishes to participate in the program should register with the Student Employment Office. Job postings are available online through the website under Career Services.

## Campus Ministry

Husson University recognizes that its primary mission of providing an excellent educational program impacts the total life experience of its students. An integral part of that life experience is a person's spirituality and Husson is committed to addressing the spiritual needs of its students. The University's Chaplain is available to students for spiritual counseling on a one-to-one basis by appointment. Additionally, the Chaplain is responsible for establishing a campus ministry program that is open to all students. The types of programs vary but may include activities such as prayer services, Bible study, focus groups and spirituality development groups.

## Campus Safety and Security

The mission of the Husson University Department of Campus Safety and Security is to promote and provide a safe and secure community environment where academic and social freedoms can be nurtured while demonstrating a professional level of respect for individual dignity, diversity, and civil liberties. They work to impartially and fairly enforce the Husson University Community Code of Conduct, rules and regulations, and state and local statute laws. Their goal is to maintain a professional, well-trained and respected safety and security staff committed to a community-based, model philosophy of visibility, approachability, sensitivity, and professionalism.

The Department of Campus Safety and Security is a 24/7, community-oriented operation strategically located in 106 Peabody Hall just across from the bookstore. The department maintains a staff of well-trained patrol officers who are dedicated to the safety, security, and protection of all students, staff, faculty, and visitors along with the educational environment. Along with enforcing the Husson University Community Code of Conduct and state and local statutes, the department offers several community services such as Rape Aggression Defense (RAD) System training and Non-Violent Crisis Intervention training, in addition to First Aid and CPR. The department is also available to provide security escorts at night or anytime one feels unsafe walking.

## Vehicle Regulations

All students are permitted to have vehicles on campus and must acquire a parking decal from the Department of Campus Safety and Security. All operators and vehicles are subject to state motor vehicle laws.

# Admissions

Husson University believes all individuals should have the opportunity to further their education. Undergraduate candidates approved for admission prior to fulfilling the requirement of high school or the equivalent thereof are accepted contingent upon successful completion of all academic work and the receipt of a final transcript of grades. The University reserves the right to refuse the acceptance of a degree candidate. Admission to the University or to particular programs may also be refused to applicants where academic record provides doubt as to the candidate's ability to make reasonable academic progress. It invites applications from secondary school graduates or students having received a General Equivalency Diploma (GED) and qualified international students without regard to age, color, religion, sex, national origin, sexual orientation, level of family income, or physical ability. While the information below elaborates general policies for undergraduate admissions, candidates should refer to selected undergraduate and graduate programs for specific requirements on admittance.

When a student begins study at the University leading to a degree, he or she must meet the curriculum requirements in effect at that time. However, without prior notice, the University may at any time replace or update curricula and courses. All courses may not be offered during a given academic year. If a student should drop out of school for a calendar year (12-month period), he or she is obligated to meet any new curriculum requirements imposed by the University subsequent to the student's initial enrollment. Nonattendance in summer school sessions does not constitute a break in enrollment.

Applicants for admission to Husson may receive guidance and assistance from the Admissions Office on the Husson campus. The Admissions Office provides materials to help applicants learn more about the University. They also invite applicants for personal interviews and campus tours.

## Application and Information

Husson University's rolling admission program allows applications to be reviewed as soon as they are complete. Applications are accepted for consideration for September, January or May semesters. There is a $40 application fee. All applicants should have copies of their transcripts sent to the Admissions Office as soon as possible after applying for admission.

Admission is competitive and applicants to the first year of college study are admitted on the strength of their secondary school curriculum, grade-point average, class rank, counselor recommendations, and SAT or ACT scores in relation to their intended major. Completion of college preparatory courses at the secondary level with a "C" or better, or its equivalent, is recommended. This includes four years of English, three years of math, two sciences, social studies, and other elective college preparatory courses.

Students whose high school transcripts show limited academic performance may be accepted on a conditional basis if they have a favorable recommendation from a high school guidance counselor or principal and show evidence of potential for success.

Transfer students are welcome and must present transcripts of their high school and college records. Transfer applicants should be in good academic standing and generally need a grade-point average of at least 2.0.

To be considered for admission, an applicant should do the following:

1. Complete and return the application form, available through the Admissions Office or on-line at www.husson.edu.
2. Submit an official high school transcript or GED scores.
3. Forward SAT or ACT scores
4. Forward to the Admissions Office official transcript(s) from any college(s) or university(s), which the applicant attended.
5. 2 Letters of recommendations from guidance counselor, teacher or non-family member.

Applicants should also see their program for additional admissions information.

When the file is complete and all credentials are received, the Director of Admissions will notify the applicant by letter regarding her/his admissions status.

All incoming first-year and transfer students are required to submit a $250 tuition deposit. This deposit is refundable until May 1 for those entering in September. Requests for the refund must be addressed to the Director of Admissions and be postmarked no later than May 1. Deposits received after May 1 are nonrefundable. The deposit will be applied to first term tuition charges.

Candidates for the spring term must also submit a $250 tuition deposit upon notification of acceptance to the University. The spring term deposit is nonrefundable. The deposit will be applied to first term tuition charges.

Prospective applicants are encouraged to become familiar with Husson University. Campus tours and open house programs provide candidates with an opportunity to visit the University and experience campus life. Visits may occur at other times, and personal interviews are recommended.

All correspondence concerning undergraduate admission should be addressed to:

Admissions Office

Husson University

1 College Circle

Bangor, ME 04401

Telephone: 207-941-7100 or 800-448-7766 (toll-free)

Email: admit@husson.edu (www.husson.edu)

Website: www.husson.edu

## Readmission

Students who desire readmission must fill out and submit an Application for Readmission, which can be obtained from the Admissions Office or online at www.husson.edu.

The Director of Admissions will consider the application for readmission on the basis of space availability, program availability, and past academic performance. Upon review of the student's request and examination of the required data, the student will be notified by letter of the decision regarding his/her readmission to the University.

## Non-Degree Admissions

Space permitting, Husson allows students who do not have the intent of completing a degree at the University to enroll in a limited number of courses in any given semester. Such students may include those seeking to take a special course offering, those seeking professional recertification, or those who may need to take one or two courses as a prerequisite to further studies at other institutions. Students wishing to register for courses under this status must complete a Non-degree Admissions application and submit a $40.00 application fee. Please note that acceptance of admission for courses is contingent upon the availability of space and the demonstration that the applicant is appropriately qualified to take the particular offering.

## Veterans

Admissions criteria for veterans include graduation from an approved senior high school or a high school equivalency certificate recognized by the applicant's State Department of Education. Husson also accepts a General Educational Development Certificate administered under the United States Armed Forces Institute and subsequently recognized by the applicant's State Department of Education. Veterans Administration paperwork for new students requires four to six weeks for processing.

The University may recognize applicable credit based on the American Council on Education's Guide to the Evaluation of Educational Experience in the Armed Services. Interested applicants must provide a DD 214, a DD 295, AART, SMART, JST, and/or other appropriate credentials for evaluation.

## International Students

Husson University welcomes international students who meet University established admission criteria. Since admission requirements vary among the areas of study, students are advised to read the criteria for their program of choice (see program descriptions at www.husson.edu/schools-and-degrees). In addition, international students must comply with rules established by the Student and Exchange Visitor Information System (SEVIS) and follow the process for acquiring and maintaining an F-1 Visa (See "F-1 Visa Information" at www.husson.edu).

Both first-year and transfer international applicants are admitted through June 1 for entry in the fall semester and through December 1 for entry in the spring semester. Transfer applicants must have a minimum grade point average of 2.4 at the time of application. Applications are reviewed by our Selection Committee as soon as they are complete, and applicants are typically notified of a decision within three weeks. Because some programs fill early, it is advisable to complete applications by January 31 for fall entry. Candidates for programs in Nursing, Occupational Therapy, Physical Therapy and Pharmacy must be aware that these programs are highly competitive, have a small number of openings each year, and may be filled before January 1. Please refer to specific programs for admission deadlines at www.husson.edu. Students applying to graduate programs should follow the application instructions for their specific program, found at www.husson.edu/graduate.

For undergraduate admission consideration, applications must include the following:

1. A completed application found online at www.husson.edu
2. Official transcripts - one from every high school attended in grades 9 through 12. (All students must submit transcripts translated in English or submit transcripts to World Education Services for evaluation. Evaluation reports must be course-by-course. Go to www.wes.org (http://www.wes.org) for instructions and fees.
3. Test of English Proficiency. Husson accepts TOEFL (minimum score 75, Nursing, Physical Therapy, Occupational Therapy and graduate programs minimum score 80), IELTS (minimum score 6), or SLATE (minimum score 6). Students who have been studying in an English immersion environment for two or more years may replace the test of English competency with SAT or ACT scores.
4. Two letters of recommendation. One must be from an English teacher.
5. Affidavit of Financial Support with accompanying proof of finances - dated within six months.
6. Interview in person or via Skype.
7. Non-refundable application fee of $40 - paid by money order, credit card, wire transfer, or check (*checks drawn on foreign banks cannot be accepted)*
8. Copy of passport ID Page
9. Optional photo (no larder than 2x3" - 6.35x7.62cm).

All accepted students must submit an enrollment deposit of $500 by May 1 for fall admission. Students accepted after May 1 must submit the deposit of $500 upon receiving their acceptance.

## International Student Scholarships

The *Presidential Global Scholarship* is available to all first-year international students. Students may be eligible for awards of $1,000, $2,500, or $5,000. Every applicant is screened for eligibility based upon merit criteria that include grade point average, test scores, leadership, and service. Scholarships are renewable based upon maintaining a 2.5 grade point average and good school citizenship. Students must submit all application materials by January 31 to be considered for any level of the *Presidential Global Scholarship*.

## Contact Information

International students and their families are encouraged to explore Husson University through our website, visits, and personal contact with our staff. We welcome your questions and the opportunity to showcase our programs.

Direct Inquiries to the following:

**Director of Undergraduate Admissions - *Carlena Bean***

Phone: 207-941-7067 or Email: beanc@husson.edu

**Director of International Initiatives - *Colleen Grover***

Phone: 207-404-5640 or Email: groverc@husson.edu

**International Student Immigration Affairs - *Steve Egland***

Phone: 207-941-7085 or Email: eglands@husson.edu

## Professional Clinical Licensure and Certification Notice

Students who are pursuing degrees leading to application for professional licensure or certification, and/or who will be participating in clinical placements, internships, or practica through their Husson program of study should be aware that their host facility may require a criminal background check, finger printing or drug screening. In such situations, students are responsible for obtaining and paying for the background check or other screening processes and for delivering required documentation to the facility. Although Husson will make reasonable efforts to place admitted students in field experiences and internships, the host facility will determine whether a student will be allowed clinical access at that facility. Students should be aware that a criminal record may jeopardize completion of their coursework and degree requirements, as well as licensure by the state professional regulating body. Students may consult the licensure and/ or certification organization corresponding to their intended major for more details. Successful completion of a program of study at Husson does not guarantee licensure, certification or employment in the relevant occupation.

## Student Classification

### Degree Status

Students in this category are those enrolled in doctorate, master, bachelor or associate degree programs. Undergraduate degree status students are eligible for financial aid. Degree students may defer their declaration of a major until the end of the first year.

### Non-degree Status

Students in this category are pursuing courses for personal enrichment, professional certification, or to fulfill prerequisites at other institutions. Non-degree status students are not eligible for financial aid.

### Special Status

Students in this category may have specific academic needs and may not meet the University admissions requirements. They will be assigned an advisor who will monitor their progress. Special students in good academic standing may apply for admission to a degree program. It should be noted that students taking courses without regard to a future academic major may take courses that are not transferable for degree credit. It is to a student's advantage to declare a degree objective as soon as is practical. As a guideline, a decision should be made after (24) credit hours have been successfully completed. Special status students are not eligible for financial aid.

### Conditional Status

Students in this category are those considered to have academic deficiencies, for which a longer time may be required than is shown in the catalog to complete degree requirements. For those students, an individual academic plan may include a reduced course load. Conditional status students are eligible for financial aid.

## Advanced Standing Test Programs

Depending upon the program of study, entering students may be awarded advanced standing to a maximum of thirty credit hours on the basis of advanced placement examinations. College credit can be earned through the College Level Examination Program (CLEP), Advanced Placement (AP) through testing with the College Board or the International Baccalaureate (IB). Students must attain a minimum of 3 or better on the AP and 4 or better on the IB. Six (6) credit hours per subject area may be awarded for the American Council on Education based on recommended passing scores attained on the CLEP as administered by ETS. Other recognized college-credit granting programs may also provide a student advanced standing at Husson. Students are encouraged to present earned credit for evaluation when applying for admission.

## ASAP

Husson University recognizes the desire of high school students to take college courses for credit in order to enter college with advanced standing, thereby bypassing selected introductory level courses. In order to address this need, Husson University has created the Advanced Standing Academic Program. Contact the Admissions Office for information.

## Proficiency Exam

Proficiency examinations developed by departments and divisions within the University are also used to assess attained competencies and provide for advanced standing. These examinations are used to measure student attainment of specific learning normally provided through regular Husson courses. Successful performance results in the awarding of credit for specified courses. The departments and schools of the University designate the courses for which proficiency examinations are available to students.

Proficiency examinations are intended for the purpose of recognizing the already attained skills and knowledge of persons who are enrolled at Husson. Students may challenge any course at Husson with the following exceptions:

- If a course has a prerequisite, the student must have met the prerequisite requirement before challenging the course;
- Those courses restricted by catalog statements on eligibility or otherwise not approved by the separate university departments or divisions;
- The most advanced-level course in a sequence of courses where skills and knowledge attained are closely related to potential job performance; and
- Graduate courses. Some graduate nursing courses are open to challenge by examination. For information, contact the Office of the Dean of the College of Health and Education.

Students may not take a proficiency exam in any course for which credit has already been accepted in transfer by Husson University. Husson University will accept proficiency credits from other colleges and universities that are regionally accredited. A student must be registered in a degree program at Husson University to be eligible to take a proficiency exam (with the exception of high school students enrolled in the ASAP).

If the student's proficiency examination score meets the minimum standard required for "C" work in the course, credit for the course will be entered on the student's permanent record by the University Registrar. Such credit will be shown as "credit by proficiency." No grade will be recorded, and the credits will not be included in the computation of the student's grade-point average. If the student's examination does not meet the standard required for "C" work, no credit shall be granted. A student may take a proficiency examination for a given course only once.

Candidates for advanced standing who wish to enroll in a degree program must complete their last thirty (30) credit hours at Husson.

## Advanced Standing - Transfer Credit

Students who have attended other accredited institutions and who wish to transfer to Husson are admitted to advanced standing on the quality of their credentials. Such transfer students should have the institution(s) attended send official transcripts of the course work completed to the Husson Admissions Office for evaluation. This should be done as part of the process of applying for admission to the University. Invitations are extended to all transfer students to arrange interviews with the Admissions Office.

Transfer students should follow the regular admission procedure outlined in this catalog. It is recommended that application be made at least one month before the semester in which the student wishes to enter Husson.

The essence of the transfer policy is an evaluation of the individual's complete official transcript(s) from the institution(s) previously attended. It is the transferee's responsibility to have these transcripts forwarded to the Husson Admissions Office. Upon admission to the University, a copy of the evaluation of transfer credit is forwarded to the transferee.

A transfer student who is admitted to Husson from an accredited institution is granted academic credit for acceptable transfer courses with the following guidelines:

The transfer student with an associate degree may be granted advanced standing, i.e., junior status with sixty (60) credit hours accepted from the transcript. The student must be aware that more than two additional academic years at Husson may be necessary to complete the degree requirements for a specific Bachelor of Science degree program. Earning degree credits in the summer sessions at Husson may shorten the length of time.

The transfer student, after becoming a resident student at Husson, cannot transfer additional credits from any other institution into a Husson degree or certificate program. A transfer student without an associate degree is granted academic credit for courses in which a "C" or better grade had been attained, or demonstrates academic performance which is acceptable to the Chief Academic Officer and Director of Admissions.

Students who transfer into Husson University must complete their final 30 credit hours at Husson University and a minimum of 15 credits must be specific to the major.

Students who wish to transfer credit into Husson University after having been admitted must follow the policy under Academic Policies (p. 30).

## English and Math General Education Policy

All students are required to demonstrate competency in Math and English. Before starting in their first year, all students that do not have AP or Transfer credits in English Composition or Algebra will be required to complete an online placement exam. The test results and SAT scores will determine class placement. Students appearing to need additional preparation in order to succeed at the University may be required to take English and Math Course with a designation of 09X. The credits awarded for such course do not count toward degree completion. Students who believe they have been improperly assigned to such courses are encouraged to talk to their instructors, advisors, and the head of the English and Math departments.

Students who fail to earn a grad of “C” or better in courses designated as 09X, must repeat them in the subsequent semester.

## Undeclared Major

Most Husson students declare their intended major when applying for admission to the University. Students may, however, choose to defer their declaration of a major until the end of the first year of study. For those students, the University provides a basic first-year curriculum composed of general education and foundation courses. The student develops a schedule in conjunction with an academic advisor from Academic Services. Subsequent approval of first-year courses for transfer into a degree program rests with the School or academic department offering the degree.

## Dual Major – Undergraduate

A student who seeks a second or additional major for his or her baccalaureate degree must meet all General Education requirements for the original major and complete all degree requirements for both majors. A student seeking a second major should complete a “Request for Second Major” form and submit it to his or her original advisor, the new advisor within secondary major, and the department head and dean where the new major is housed. A completed transcript evaluation must be attached and submitted along with the form to the registrar’s office.

## Dual/ Second Bachelor’s Degree

A student who seeks a second or additional Bachelor’s degree must complete a minimum of 30 additional semester hours at Husson beyond the requirements for the first degree and complete all the requirements in the second degree area.

## Dual/Second Master’s Degree

If the graduate program allows, a student who seeks a second or additional graduate (Master’s) degree must meet admissions requirements, complete a minimum of 15 additional credit hours at Husson University beyond the requirements for the first graduate (Master’s) degree and must complete all required course for the second gradate (Master’s) degree.

# Financial Information

## Day Division

| Description | Fee |
|---|---|
| Regular Tuition $15,717 per year for a full load of 31 credits | $507 per credit hour |
| Summer School | $455 per credit hour |
| Occupational Therapy Tuition - 3rd, 4th, and 5th Year | $585 per credit hour |
| Physical Therapy Tuition - 4th, 5th, and 6th Year | $585 per credit hour |

## School of Extended Learning

| Description | Fee |
|---|---|
| Bangor | $268 per credit hour |
| Southern Maine | $268 per credit hour |
| Presque Isle | $268 per credit hour |

## Graduate Division

| Description | Fee |
|---|---|
| Business & Criminal Justice Administration | $422 per credit hour |
| Nursing, Education, Clinical Mental Health Counseling, Human Relations, Pastoral Counseling & School Counseling | $531 per credit hour |
| Pharmacy | $890 per credit hour |

## Fees

| Description | Fee |
|---|---|
| Day Division Comprehensive | $380 per year |
| Graduation Fee - All divisions | $100 (one time fee per degree, prior to graduation) |
| Nursing Clinical Fees (clinical courses only) | $150 per credit hour |
| Parking Decal | $75 Fall Entry/$50 Spring Entry |

## Room and Board

| Description | Fee |
|---|---|
| Room and Board - Standard | $4289.50 per semester |
| Room and Board - Suite | $4652 per semester |
| Single Room Surcharge | $639.50 per semester |

## Annual Charges

### (Day Division) Fall 2014 - Spring 2015

The standard day division tuition rate for the 2014-2015 academic year is $507 per credit hour. The tuition for a normal thirty-one (31) hour academic load is $15,717. The standard room and board charge for a resident student will be $8,579 for the academic year. If a student is enrolled in more or less than 31 credit hours, tuition will be adjusted accordingly.

The annual charges for a student taking the normal thirty-one (31) hour academic load would be:

| Description | Commuting Student | Resident Student |
|---|---|---|
| Tuition (31 credits X $507 per credit hour) | $15,717 | $15,717 |
| Room and Board - Standard | N/A | $8,579 |
| Comprehensive Fee (See Below) | $380 | $380 |
| Total | $16,097 | $24,676 |

Note: The Board of Trustees reserves the right, with reasonable notice, to adjust tuition and room and board fees in accordance with changing costs of operation.

## Textbooks - Husson University Bookstore Charge Policy

Husson University financial aid students who have funds in excess of tuition, fees and room and board, are eligible to charge books and supplies at the Husson University Bookstore. Specific dates for bookstore charges will be posted each semester and are generally two weeks before the term begins thru the end of the add/drop period. Any student eligible to charge books must have completed all their documents with the financial aid office. All loan request materials and entrance counseling must be complete. The charge amount for eligible students is based on the student account charges and the financial aid awards, up to a maximum of $700 per semester. Bookstore charges become part of the student account balance and generally post to the student ledger the following day. In the event there is any loss of financial aid that results in a balance due, the student is responsible to satisfy the debt immediately. Any unpaid balances are subject to late fees and other collection procedures. In addition, students are required to complete a bookstore authorization each semester that will be kept on file in the Student Accounts Office.

## Fees

The Student Injury and Sickness Insurance Plan is required for all Husson students enrolled in 9 credit hours or more unless signing an online waiver form that provides proof of alternate coverage. The insurance plan provides limited coverage for certain medical, surgical, nursing, and hospital expenses. A brochure describing the insurance and premium rate is available at the Student Accounts Office upon request.

An annual professional liability insurance fee is required for Nursing, Physical Therapy, Occupational Therapy and Pharmacy students.

Nursing Students will be assessed a clinical fee of $150 per credit hour for courses requiring a clinical component.

The University collects from all students taking 9 credit hours or more per semester a comprehensive fee for the support of student activities. The fee is currently $190 per semester.

The room and board rates are for double occupancy in the residence halls. Depending upon availability, students may request a single room. Students occupying single rooms will be assessed an additional $639.50 per semester. Contact the Residential Life Office for more details.

Room and board charges include only meals served while the University is in session. Additional charges will be assessed to those students remaining on campus during vacation periods.

Students may obtain up to 5 copies of their transcript at one time at no charge. A charge of $3.00 is assessed for each transcript over 10 and a fee of $5.00 is assessed for same-day service. Transcript requests must be approved by the Student Accounts Office prior to issuance of the transcript.

A graduation fee of $100 per degree is assessed to all graduating students. The charge is to cover the cost of invitations, diploma and cap and gown. The fee is payable regardless of graduation ceremony attendance.

## New Students

All charges and fees must be paid or satisfactory financial arrangements made before a student is allowed to attend classes or enter the residence halls.

## Returning and Readmitted Students

Students are not allowed to begin a semester until all previous University charges have been paid in full, unless a bank loan has been authorized and is pending (it will be considered in the readmitting process), or the Student Accounts Office has approved satisfactory arrangements for payment of charges for the current semester.

## Payment Plans

Husson offers a protected pay-by-the-month plan. Details are available in the Student Accounts Office.

Under the protected pay-by-the-month plan, the total charges for the semester, net of financial aid, are divided into 4, 5, or 6 equal monthly installments. Normally the payments begin as early as June for the following semester. Interest and/or service charges will be charged only when payments become delinquent. This plan is administered by a third party.

## Deferred Tuition Plan for Employer Reimbursed Students

The University will defer the tuition for a period of 30 days after grades have been posted for the semester. At the end of the deferment period the account will be reviewed and if full payment has not been applied to the student’s account, the credit/debit card on file will be charged. The completed Deferred Tuition Plan contract must be submitted prior to the end of the add/drop period of each semester. The student’s tuition balance will not be charged interest while participating in this plan.

Student’s Responsibilities:

1. Student must submit a copy of their employer’s reimbursement policy. The policy must be mailed, faxed, or scanned and emailed directly to the Student Accounts Office and received prior to the end of the add/drop period and must be attached to the completed Deferred Tuition Plan contract.

2. Student must provide a credit/debit card which will be stored in a secure environment and will be used to pay for any unpaid portion of tuition/fees if the payment has not been posted by the 30 days after grades have been posted for the semester. If during the course of the semester the card information provided changes, the student must submit the new card information to the Student Accounts Office accordingly. If the card information on file is rejected, the student will be immediately removed from the deferred tuition plan and subject to standard University collection procedures.

3. If tuition reimbursement is less than 100%, the non-reimbursed portion must be paid in full by the student at the time of registration.

4. Maintain good financial and academic standing.

5. Submit a new contract for continued enrollment in the plan each semester prior to the end of the add/drop period.

If any required items are omitted, the deferment cannot be processed and payment will not be deferred. Husson University reserves the right to cancel students from the deferred tuition plan who fail to comply with the requirements of the plan.

## Tuition Assistance

Students that are eligible for third party tuition assistance are required to turn in the appropriate documentation reflecting the third party assistance prior to the end of the add/drop period. The student's tuition balance will not be charged interest if there is a record of tuition assistance on file and it covers the whole balance on the account.

## Tuition Refund Policy

Students are enrolled for the entire semester, not for a period of attendance. Paying fees in installments does not result in a fractional contract. A student who withdraws from school prior to the completion of his/her program of study, either during a semester or between semesters, must file an official form of withdrawal with the Registrar's Office.

Tuition refund credits are computed from the official date of withdrawal. Nonattendance of classes does not constitute an official withdrawal. Full tuition credits will be given for individual course withdrawals during the standard add/drop period each term. For individual course withdrawals after the standard add/drop period, tuition and fees will not be adjusted.

Students who are academically or administratively dismissed will receive a refund in accordance with the refund policy below.

Financial aid will be proportionately charged back in accordance with government regulations.

For program withdrawals during the regular academic year, refund credits will be prorated on the balance of tuition and other charges, after deducting the tuition deposit and other nonrefundable fees, using the following schedule:

| Week of Term | 15-Week Term | 12-Week Term | 10-Week Term |
|---|---|---|---|
| During the First Week | 90% | 88% | 85% |
| During the Second Week | 80% | 76% | 70% |
| During the Third Week | 70% | 64% | 55% |
| During the Fourth Week | 60% | 52% | 40% |
| During the Fifth Week | 50% | 40% | 25% |
| During the Sixth Week | 40% | 28% | 10% |
| During the Seventh Week | 30% | 16% | 0% |
| During the Eighth Week | 20% | 4% | 0% |
| During the Ninth Week | 10% | 0% | 0% |
| After the Ninth Week | 0% | 0% | 0% |

Summer Session charges will be prorated using the following schedule:

| Week in Term | 10-Week Term | 5-Week Term |
|---|---|---|
| During the First Week | 85% | 75% |
| During the Second Week | 70% | 50% |
| During the Third Week | 55% | 25% |
| During the Fourth Week | 40% | 0% |
| During the Fifth Week | 25% | 0% |
| During the Sixth Week | 10% | 0% |
| After the Sixth Week | 0% | 0% |

## Residence Refund Policy

Students who withdraw from the University or are academically or administratively dismissed, must complete and sign a Residence Withdrawal form and turn in his or her room key and student ID card to the Director of Residential Life. A refund credit will be prorated on the residence charges in accordance with the same schedule as is used for tuition refunds (see Tuition Refund Policy above).

# Financial Aid

Students attending Husson University annually receive financial aid funds totaling in excess of $17 million from federal, state, community, and campus-based sources. Aid resources are made available to students on the basis of financial need determined by the submission of the Free Application for Federal Student Aid (FAFSA). The FAFSA is the only application required for need-based financial aid consideration at Husson.

The FAFSA collects income and asset information about parents and students. This information is analyzed by the Department of Education Service and provided to financial aid agencies and institutions. The FAFSA should be completed as soon after January 1 as

possible to ensure equitable consideration for existing aid resources. Aid applicants should contact a high school guidance counselor or the Husson University Financial Aid Office to be sure the proper procedure is followed.

Financial aid is renewed annually based upon continued financial need as demonstrated through the annual filing and the requirement that the student meet the stipulations of the Satisfactory Academic Progress Financial Aid Policy.

# Financial Aid Sources

The following is a list of aid sources available to Husson University students. Applicants are encouraged to research the possibility of assistance from other sources such as local fraternal and social organizations and special service groups. Often, your high school guidance counselor is the best resource for this type of financial aid information.

## Federal Sources

- Federal Pell Grants
- Federal Supplemental Educational Opportunity Grants (FSEOG)
- Federal Perkins Loan Program
- Federal College Work Study Program (FWS)
- Federal Direct Loan Program
- Subsidized
- Unsubsidized
- Parent Loan for Undergraduate Students (PLUS)
- Graduate PLUS

## State Sources

- Maine State Grant Programs
- Non-Maine students should apply to the state grant program in their state
- of residence (See FAFSA for State deadlines)

## Community Sources

Many communities support student efforts to attend institutions of higher education. Information regarding local aid programs is available through guidance counselors at local high schools.

## Other Sources

- Husson University payment plans (TMS)
- Alternative Education Loans from Private Lenders

## Institutional Grants

- Husson annually offers a limited amount of grant assistance to students with demonstrated financial need.
- Academic Grants

## AHEAD Scholarship

*(Affirming Husson's Education Access and Diversity)*

$8,000 over four years of full time undergraduate study. This scholarship is valued at $2000 per year. Students must maintain a 2.5 GPA to keep the scholarship. Eligible students must come from a multicultural background to be considered for this limited award.

## Betterment Fund Scholarship

Awards made annually to deserving students, preferably from Oxford County and the Western mountains of Maine.

## Scholar Incentive Awards

Starting with the first semester of the Sophomore year, awards of $400 are granted to students registered for at least 12 credits who have attained a semester grade-point average of 3.6 (or better) or $300 awards for 3.4 (or better) respectively after the completion of at least thirty (30) credit hours at Husson. GPA’s will be reviewed and awards will be received during the Fall & Spring semesters only. Please note that students eligible for renewal for the Presidential Leadership, Provost's Academic and Dean's Leadership Scholarships are not eligible for this award.

## George I. Alden Trust Scholarship

This trust, headquartered in Massachusetts, provides annual assistance to needy undergraduate students.

## Col. Hazel E. Benn Scholarship

Awards made annually to financially deserving students from Aroostook County.

## Leland R. Bennett Memorial Scholarship

An award made annually from the fund to an incoming adult learner nursing student who demonstrates financial need.

## Douglas H. and Ana M. Brown Scholarship

One-half of the awards made annually from the fund shall be to outstanding students majoring in a business field offered by Husson and one-half to outstanding students majoring in nursing.

## The Carlisle Family Scholarship

Awarded to a student from Northern Penobscot County with demonstrated financial need.

## Frank M. Carter Memorial Scholarship

Established by friends and colleagues in the memory of Frank M. Carter, this scholarship is awarded by the Scholarship Committee to a junior- or senior-level baccalaureate accounting student from the State of Maine who demonstrates both financial need and academic excellence.

## Frank M. Carter Merit Scholarship

Awarded annually by the Board of Trustees to a full-time first-year student who ranks in the top quarter of his or her graduating high school class.

## Roger Castonguay Memorial Scholarship

A $1,000 scholarship established by Fleet Bank in the memory of Roger J. Castonguay, a Husson alumnus and former president and CEO of Fleet Bank of Maine. This scholarship is awarded annually on the basis of financial need to a business or accounting major from northern Maine.

## Sheriff Arthur Chandler Scholarship

Awarded to an upperclass Criminal Justice major who has completed 100 hours of community service.

## Wilfred E. Cobb Memorial Scholarship

Named in honor of a former Husson administrator, this $500 need-based scholarship is awarded annually to a student who best typifies the kind of student Bill tried to help when he was with the University. The Business Office and the Financial Aid Office make selection jointly.

## Earl R. Constantine Scholarship

Awarded to a student from Maine enrolled in business with demonstrated financial need.

## Woodrow W. Cross Agency Scholarship

The Director of Financial Aid grants this $500 award annually to a student of financial need from Central Maine entering Husson University as an accounting or business administration major.

## Raymond L. Cunliffe Memorial Scholarship

Endowed by ongoing contributions in fond remembrance of the namesake, the scholarship is directed to provide financial assistance to deserving Maine students from Aroostook County pursuing a career in Public Accounting.

## Dean's Leadership Scholarship

$4,000-$8,000 over four years based on a minimum SAT score of 1500 or 22 on the ACT, a minimum GPA of 85, class rank if available and activities that students are involved in that are non-athletic. This scholarship is valued at $1,000-$2,000 per year. Students must maintain a 2.5 GPA to keep this scholarship. For consideration, completed admissions applications must be received no later than January 31st. Please note that students eligible for this scholarship are not eligible for Scholar Incentive Awards.

## Leslie Dickerman Scholarship

Two $2,000 grants awarded annually to entering first-year students from Bangor High School. A committee at Husson University will select recipients.

## Fred R. Dingley Scholarship

An award made annually from the fund to a student from the Lee area (Lee, Winn, Springfield, Webster Plantation, Prentiss Plantation, Carroll Plantation, Topsfield, Macwahoc, Reed Plantation, Drew Plantation, and the unorganized territories of Kingman and Brookton) who is in need of financial aid to attend or continue to attend Husson.

## William H. Donahue Memorial Scholarship

The William H. Donahue Memorial Scholarship of $250 is awarded annually to an upperclass student in the School of Accounting.

## Lawrence Eaton Memorial Scholarship

An award from the fund to an upperclass accounting major.

## Russell C. and Veronica D. Eustice Scholarship

Awarded each year to a student in Business Administration and who demonstrates both financial need and the ability to succeed in a business program.

## Arthur D. Fuller Scholarship

An award made annually based on financial need to a full-time undergraduate student from Western Maine.

## Virginia S. Glidden Scholarship

Awarded to a student with demonstrated financial need.

## Donald Grant Scholarship

Awarded annually to a full-time Maine student with demonstrated financial need.

## Katheryn Ann Hainer Memorial Scholarship

Awarded annually to a student with financial need. Preference will be given to students who are single parents.

## Fred V. Hart Scholarship

Two $2,000 grants awarded annually to entering first-year students from Brewer High School. A committee at Husson University will select recipients.

## Robert N. Haskell Scholarship

In memory of Robert N. Haskell of Bangor, Maine, Governor of the State of Maine, Bank Executive, Chairman of the Board and President of Bangor Hydro Electric Company, educator, and civic leader, this scholarship is awarded by the Director of Financial Aid on the basis of financial need to a sophomore, junior, or senior who is in a business program, is in good academic standing, and who is a resident and citizen of the State of Maine.

## Julian Haynes Scholarship

Awarded to a full time student from Maine with demonstrated financial need.

## W.R. Hearst Foundation Scholarship

Awarded to economically disadvantaged student who intends to reside in the U.S. upon graduation.

## Chesley H. Husson Scholarship

A $2,000 grant awarded annually to an entering first-year student graduating from a high school outside the Bangor area that entered the greatest number of students in the freshman class at Husson College the previous academic year. A committee at Husson University will select the recipient.

## Chesley H. Husson, Jr., Scholarship

Two $2,000 grants awarded annually; one to an entering first-year student from Hampden Academy and one to an entering first-year student from Hermon High School. A committee at Husson University will select recipients.

## Dorothy Bell Husson Scholarship

Two $2,000 grants awarded annually to entering first-year students from John Bapst High School. A committee at Husson University will select recipients.

## Roy George Husson Scholarship

Two $2,000 grants awarded annually; one to an entering first-year student from Old Town High School and one to an entering first-year student from Orono High School. A committee at Husson University will select recipients.

## Norma McNeil James Scholarship

Awarded to a Maine student with demonstrated financial need.

## James and Mildred Judy Scholarship

Awarded to an upper class accounting and nursing majors in the bachelor's degree program.

## Key Bank Scholarship

Formally Casco Northern Corporation Scholarship. An award made annually to a deserving Maine student.

## KPMG Peat Marwick Scholarship

Awarded annually to a student from Maine who has demonstrated unmet financial need.

## Elizabeth S. Largay Nursing Scholarship

An award made annually to a regularly enrolled sophomore nursing student from rural Maine who has achieved a GPA of at least 2.8 in the fall semester of the freshman year.

## Edmond LeBrun Scholarship

This scholarship was established to honor a former faculty member, Ed LeBrun. It is an award made annually to an entering Hampden Academy graduate with proven financial need.

## Legacy Scholarship

$4,000 over four years; student must have had a parent, grandparent, great grandparent, etc. who graduated from Husson to receive this scholarship. This scholarship is valued at $1,000 per year. Students must maintain a 2.5 GPA to keep this scholarship.

## Rick Leonard Scholarship

Awarded to an Old Town resident with demonstrated financial need.

## Andrea Karen Lockhart Scholarship

An award is made annually to a deserving student from Massachusetts.

## D. Bruce MacGregor Scholarship

Awarded to a deserving male student.

## Maine Yankee Scholarship

This scholarship was established to provide a financial award made annually to a student from Maine who demonstrates financial need.

## Lajune S. Means Scholarship

Awarded to students with demonstrated financial need.

## Michael Scott McDowell Memorial Scholarship

Established by friends, relatives and colleagues in his memory. The Scholarship Committee awards this scholarship annually to a third-year student majoring in Business Administration who demonstrates financial need and the ability to succeed in a business program. The recipient must also be a native of the State of Maine.

## Delmont N. Merrill Scholarship

An award is made annually to a deserving student.

## The Louise B. Miller Merit Scholarship

This scholarship is awarded financial deserving business or education major.

## Sanford and Joanne Miller Scholarship

Awarded to a business student from Bangor High with demonstrated financial need.

## Leonard and Renee Minsky Scholarship

An award from the fund to an upperclass business administration major.

## Mu Sigma Chi Scholarship

Awarded to an active member of MSC fraternity with a G.P.A. of 2.5 or better.

## William P. Newman Scholarship

An award made annually from the fund to an upperclass male student in the Business program who has demonstrated proficiency and sportsmanship.

## NMCC Honors Scholarship

Two $500 annual grants to students transferring from Northern Maine Community College to the junior level of a full-time, day division Husson University bachelor's degree program. The Director of NMCC makes selection of the recipients.

## Osher Foundation Scholarship

Awarded to financially deserving students

## Peoples Heritage Savings Bank Scholarship

An award is made annually to a deserving student in the Husson Nursing Program.

## Norman & Ruth Powell Scholarship

Awarded to a resident of Carmel with demonstrated financial need.

## Presidential Global Scholarship

$4,000 - $20,000 with a minimum of $1,000 - $5,000 per year for up to four years of full time undergraduate study, based on merit. The student must provide proof of financial responsibility and be eligible for an I-20 student visa for consideration. A minimum of a 2.5 GPA and on-campus residency are required to maintain this scholarship.

## President's Leadership Scholarship

$12,000-$16,000 over four years, based on a minimum SAT score of 1500 or 22 on the ACT, a minimum GPA of 85, class rank if available and activities that students are involved in that are non-athletic. This scholarship is valued at $3,000-$4,000 per year. Students must maintain a 2.5 GPA to keep this scholarship. For consideration, completed admissions applications must be received no later than January 31st. Please note that students eligible for this scholarship are not eligible for Scholar Incentive Awards.

## Provost's Academic Scholarship

$16,000 over four years, based on a minimum SAT score of 1500 or 22 on the ACT, a minimum GPA of 90, and class rank if available. This scholarship is valued at $4,000 per year. Students must maintain a 3.0 GPA to keep this scholarship. For consideration, completed admissions applications must be received no later than January 31st. Please note that students eligible for this scholarship are not eligible for Scholar Incentive Awards.

## William B. Read Scholarship

An award made annually to a student from Maine or New Jersey in a business management program.

## Joseph J. Snack III Memorial Scholarship

Awarded annually to a financially deserving accounting student.

## Charles M. Sullivan Scholarship

To honor former faculty member Charlie Sullivan, an award is made annually to a student in the business administration program with demonstrated need and commitment to public service.

### Clara Lincoln Swan Scholarship

Awarded annually during the second semester, based on need, to a non-traditional female student in the field of business.

### Walker-Perkins Scholarship Fund

The Walker-Perkins Scholarship Fund is distributed for the tuition expense to one or more Maine students at Husson subject to the following requirements:

1. the student be enrolled in a four-year program for the year in which the tuition grant is made:
2. the student demonstrates the qualifications to benefit from the education which Husson provides; and
3. the student lacks financial resources to pay tuition at Husson. The President makes selection of the recipient. The total amount is $1,000.

### Scholarship for Teaching Award

$6,000 over four years for students accepted in the Education programs at Husson. This is renewable for up to four years of undergraduate study. This scholarship is valued at $1,500 per year. Students must maintain a 2.5 GPA to keep the scholarship.

### Transfer Scholarship

$1,000 for a 2.5 GPA and $2,000 for a 3.0 GPA per year renewable through completion of undergraduate study. Students must maintain a GPA of 2.5 or 3.0, respectively, to keep the scholarship.

### G. Peirce and Florence Pitts Webber Scholarship

Awarded annually by the Scholarship Committee to a deserving student from the State of Maine.

### Webber Oil Company Scholarship

Awarded annually by the Director of Financial Aid to a deserving sophomore, junior, or senior student with financial need.

### G. Peirce Webber Nursing Scholarship

An award made annually from the fund at the discretion of the Dean of the School of Health for financial support to students in the Nurse Practitioner program who demonstrate financial need.

### Bob and Dee White Scholarship

Awarded to graduates of Hamden Academcy with demonstrated financial need.

### Lloyd Willey Canteen Service Scholarship

Awarded annually to a student with demonstrated financial need.

### Alma C. Williams Scholarship

Awarded annually to an upperclass student from the towns of Clifton, Amherst, Holden, Eddington, Aurora, Great Pond, Osborn, or Dedham, with unmet financial need.

### R. Leon and Alma C. Williams Scholarship

An award or awards to an entering student who is (or will be) a graduate of Brewer High School or John Bapst Memorial High School, and who is a resident of Clifton, Amherst, Aurora, Plantation #33, Osborne Plantation, Eddington or Holden. The recipient must be a deserving and needy student of good citizenship. The recommendation of local school authorities shall be sought in selecting the recipient(s).

## Undergraduate Satisfactory academic progress financial aid policy

To be eligible for financial aid at Husson University, a student must demonstrate satisfactory academic progress. The Federal Government requires that this be measured quantitatively and qualitatively. The University utilizes the number of credits earned as a percentage of those attempted as the quantitative evaluation, and the cumulative GPA as the qualitative measure. For financial aid purposes, all students will be evaluated for academic progress at the end of each semester. The following table represents the standards upon which satisfactory academic progress will be measured. To the extent a student does not achieve these standards, he or she will be placed on financial aid warning.

| # of credits attempted | GPA below | or earned greater than x% of attempted credits |
|---|---|---|
| 1-23 | 1.50 | 50% |

| | | |
|---|---|---|
| 24-53 | 1.70 | 50% |
| 54-83 | 1.80 | 67% |
| 84+ | 1.90 | 67% |

Being placed on financial aid warning does not result in immediate loss of financial aid. However, aid will be suspended if the student does not meet the standard of satisfactory academic progress in the subsequent semester. The Director of Financial Aid may reinstate suspended benefits upon a written showing of extenuating circumstances supported by third party documentation. Extenuating circumstances generally constitute those events that cause academic and personal hardships that are beyond the control of the student. The Director's decision on whether to reinstate financial aid is final.

The degree programs at Husson University are approved by the Maine State Approving Agency for Veterans Education Programs for persons eligible for Veteran's Administration (GI Bill) benefits. Students who request veteran's educational assistance are required to have all previous post-secondary experience evaluated for possible transfer credit in order to be eligible for benefits. For more information, contact the Registrar's Office.

Husson students have the opportunity to participate in either Army, or Naval Reserve Officers Training Corps programs in conjunction with the Department of Military Science or Naval Science. Participants may gain scholarship status and graduate as second lieutenants in the Army or achieve the rank of Ensign in the Navy Nursing Program.

# Academic Policies

## Academic Integrity

Husson University strives to promote and preserve an academic environment that facilitates learning throughout students' undergraduate and graduate experience. Students demonstrate learning and faculty assess learning through a variety of means such as testing, papers, and research. In order to preserve a healthy academic environment, students must demonstrate their own efforts.

The learning environment is undermined when students do not act with integrity by presenting other's works as their own or by distorting academic records. Although the following is not an exclusive list, violations of academic integrity include:

Cheating – sharing, providing, obtaining or submitting information, whether verbally, electronically or by other means, with the intent of fraudulently improving course grades.

Plagiarism – presenting ideas as your own without proper attribution to the person who originally developed the idea or expression or the means or method of conveying it.

Fabrication – presenting information as fact that has not been verified or cannot be substantiated by reference to professional material or the scientific process.

Falsification – altering or causing documents or records, official or otherwise, to reflect a false representation regarding work, credentials, or accomplishments.

In utilizing Husson University technology, each student acknowledges his or her responsibility to uphold these standards of integrity and willingness to be subject to them. Each instructor is empowered to determine the appropriate sanction based on a violation of this policy, including failure in the course. If an instructor determines that a violation of academic integrity has transpired, the instructor will memorialize the finding in a report and meet with the student to discuss the findings and proposed sanctions. The student may appeal the findings to the Dean of the respective school for the course within 10 business days of the scheduled meeting with the instructor. Other academic sanctions may also be taken by the University authorities, including dismissal from the University.

## Credit Hour Defined

A credit hour is defined as one, 50-minute period of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester. An equivalent amount of work is expected for other activities such as laboratory work and internships.

## Student Course Load

A full-time Husson undergraduate student normally enrolls for 15 credit hours of course work. Exceptions may include the following conditions: (1) a student on probation is required to carry a reduced load of 12 credit hours; or (2) a conditionally accepted student is required to carry a reduced load. Full-time attendance is defined as a course load of 12 or more semester hours.

## Change of Academic Program

Students applying for a change of academic program must obtain the approval of the chairs of the departments involved. All program changes become effective at the beginning of the following semester. Students who change their program of study must submit required forms to the Registrar's Office prior to the beginning of their final term or semester.

A student who seeks a second or additional major for his or her baccalaureate degree must meet all General Education requirements for the original major and complete all degree requirements for both majors. A student seeking a second major should complete a Request for Second Major form and submit it to the Registrar's Office.

A student who seeks a second or additional bachelor's degree must complete a minimum of 30 additional semester hours at Husson beyond the requirements for the first degree and complete all requirements for both degrees. Students who would like to enroll in a second degree must submit Change of Major paperwork to the Registrar's Office indicating both degrees being pursued.

## Course Change and Course Withdrawals

During the first week of classes in the semester, students are given the opportunity to adjust their course schedules by adding and dropping courses. Verbal notice to the instructor or failure to attend class is not sufficient notice. Written approval must be obtained from the faculty advisor. Dropping courses may delay graduation and adversely impact class status, athletic eligibility, immigration status and financial aid.

The policy with respect to withdrawing from a course is as follows:

1. A student who withdraws from a course after the Add/Drop period will generally not be registered or admitted to another course.
2. A student who withdraws from a course up to the midterm of classes will receive a grade of "WW."
3. If a student withdraws after the midterm, a grade of PW or FW will appear on the student's official transcript indicating:

- PW (Withdraw Pass)--The student withdraws from the course having completed all work and assignments up to the time of the withdrawal and/or having participated in the course to the academic expectation of the professor.
- FW (Withdraw Fail)--The student withdraws from the course not having completed the work and the assignments up to the time of withdrawal and/or had not participated in the course to the academic expectation of the professor.

The grade of PW or FW will be determined by the professor of the course and submitted to the Registrar at the time the student withdraws from the course, on an official withdrawal form.

The grade of PW, although included on the student's transcript, is not computed into the grade-point average or the cumulative average. The grade of FW is computed into the grade-point average and the cumulative average.

No course withdrawal can be initiated after the last day of classes as designated in the academic calendar in the semester or term in which the course is taken.

## Attendance

Students are expected to attend all scheduled class sessions for courses in which they are enrolled and to be responsible for all coursework. The only recognized absences are those that are the consequence of family or personal emergencies, or extended illness that results in confinement or hospitalization. Proof of the validity of a particular class absence may be required of a student by an instructor. The decision as to whether or not a student may make up class work, quizzes or examinations missed while absent is exclusively that of the course instructor.

Husson University policy requires that faculty keep attendance records. When students are absent from either more than 15% of the scheduled class meetings for a semester or more than the number of absences allowed per the syllabus for a specific course, faculty may award the grade of X and deny course credit for excessive absences. It is recommended that faculty inform students when they are in danger of losing credit due to excessive absences.

## Leave of Absence from the Campus

A written leave of absence request submitted to the Dean of the College allows the student to bypass the more lengthy college admissions process and return to school.

## Directed Course Study

In a Directed Study, an individual student and a faculty member cover the content of a course in the Husson University curriculum but do not meet in a regular class section with other students. Normally, a directed study is only approved for those students with fifteen or fewer credit hours remaining in their program of study. Final evaluation of a student includes an assessment of learning outcomes by the faculty member.

Only six (6) semester hours of directed study may be applied to the requirements for a bachelor's degree. Only three (3) semester hours of directed study may be applied to the requirements for an associate's degree.

## Independent Study

In an Independent Study, an individual student and faculty member pursue subject matter not covered by an established Husson University course. Independent Study courses may be available to students who meet the following criteria:

- Junior or senior status
- An overall average of 3.0 or
- A 3.0 average in the previous semester

A plan of study is developed by the faculty member and submitted to the department chair or dean for approval.

## Transfer Credit Policy for Degree Candidates

A student at Husson who is a degree candidate and has not transferred any credit hours from another college or university may transfer twelve (12) credits to be applied toward a bachelor's degree program or six (6) credits to apply toward an associate degree program. However, unless an active-duty service-member, students are not permitted to transfer in any part of the last year's work in their program [usually thirty (30) semester hours]. A transfer student who becomes a Husson degree candidate cannot transfer in additional credit beyond what was accepted in transfer at the time of admission to Husson University. A minimum grade of C must be earned for the course to be eligible for transfer. Students should consult specific program information and/or department heads to determine whether additional requirements or limitations apply. In addition, students should seek permission to transfer credits from another institution prior to registering for their courses. Course credits transferred in to Husson appear on the transcript as a "T". Grades earned at other institutions as course repeats do not replace those earned at Husson.

## Special Schedule Options

Husson University offers a January and May term and from time to time may offer quarter courses and other special formats in which classes meet on a more intensive schedule than in semester length courses.

## Summer Sessions

Summer sessions are offered to allow students early entry into a college program, to accelerate their graduation date, or to make up academic deficiencies.

## Grading System

The system of evaluating a student's achievement at Husson is by letter grade, with grade-point values based upon an earned three-hour credit unit as follows:

### Grade-Point Average Quality Points

| Grade | Grade-Point Average | Quality Points | Earned 3-hour Credit Units |
|---|---|---|---|
| A | 4.0 | 12.0 | 95-100 |
| A- | 3.7 | 11.1 | 90-94 |
| B+ | 3.3 | 9.9 | 87-89 |
| B | 3.0 | 9.0 | 83-86 |
| B- | 2.7 | 8.1 | 80-82 |
| C+ | 2.3 | 6.9 | 77-79 |
| C | 2.0 | 6.0 | 73-76 |
| C- | 1.7 | 5.1 | 70-72 |
| D+ | 1.3 | 3.9 | 67-69 |
| D | 1.0 | 3.0 | 63-66 |
| D- | 0.7 | 2.1 | 60-62 |
| F | 0 | | Below 60 |
| +P | C Level work or higher. Passed | | |
| +HP | Above average achievement in pass/fail course | | |
| +++NG | No grade submitted (temporary grade) | | |
| WW | Withdrawal up to midterm | | |

| | |
|---|---|
| +PW | Withdrew passing |
| FW | Withdrew failing |
| +E | Exited with out withdrawing |
| X | Credit denied because of excessive absence |
| +WA | Administrative withdrawal |
| +++I | Incomplete (temporary grade) |
| ++AU | Audit, no credit earned |
| +L | Student enrolled but never attended course, no withdrawal on file. |
| + | Grade does not affect GPA |
| ++ | Audit Courses. Students who wish to audit a course (enroll for noncredit) must follow the usual registration procedure. |
| +++ | A temporary grade (I & NG), if not converted to a final grade, becomes an F at the mid point of the following term or semester. |

The Registrar's Office does not report grades upon a verbal request to do so. Only written requests by authorized personnel are acknowledged.

## Student Appeal of a Course Grade

If a student believes he or she has received an improper grade for a course, he or she must present the case to the instructor within one week from the beginning of the next regular semester (e.g. fall, spring). If the matter is not resolved within two weeks of discussion with the instructor, the student may appeal the matter in writing with supportive evidence and rationale to the Dean of the School offering the course. The Dean will consider only issues of procedure and fair treatment and will not review the academic judgment used in determining a grade. The Dean's decision on matters pertaining to grade appeals is final. Certain procedural variations may exist depending upon the student's course of study.

## Pass/Fail Courses

The option to take a course on a pass/fail basis may not be available in all courses. When it is available, the students must declare choice of the option before the end of the add/drop period. Students enrolled in pass/fail courses may also receive a grade of Honors signifying that the student's achievement in the course was significantly above the average achievement of other students in that course.

## Incomplete Grades

In exceptional circumstances students may be given an "I" (Incomplete) grade. Criteria for granting Incompletes include illness or accident, death or critical illness in the family, emotional disturbance requiring special guidance, and similar difficulties. Incompletes must be concluded and earned grades recorded by midpoint of the semester following the assignment of the incomplete grades.An Incomplete automatically becomes an "F" if the Registrar's Office is not notified by the instructor that another grade has been awarded.

## Academic Warning, Probation and Dismissal

Undergraduate degree and Special students who do not achieve the minimum cumulative grade-point average listed below receive warnings or are placed on Probation as indicated:

| On the Completion of | Academic Probation | Academis Warning |
|---|---|---|
| 0-23 Credit Hours | 0-1.49 GPA | 1.50-1.99 GPA |
| 24-53 Credit Hours | 0-1.69 GPA | 1.70-1.99 |
| 54-83 Credit Hours | 0-1.79 GPA | 1.80-1.99 GPA |
| 84+ Credit Hours | 0-1.89 GPA | 1.90-1.99 GPA |

*Warning:* Academic Warning alerts students that their achievement is below the standard required for normal progress toward graduation. As a result, reduction in student credit-hour course loads may be imposed as well as restrictions on extracurricular activities. Grade deficiencies should be removed during the subsequent semester or during summer terms when possible.

*Probation:* Academic Probation signifies that students are in serious academic jeopardy. Students on probation must remove grade deficiencies during the subsequent semester or during summer sessions. Failure to do so may result in academic dismissal from the University. Students on Probation are required to carry a reduced class load and are restricted on extracurricular activities. A student on probation is required to carry a reduced load of 12 credit hours.

*Dismissal:* The University will dismiss students whose GPA falls within the standards of academic probation for two consecutive semesters or terms. This policy is consistent with the ethical obligation of the University to assure that all students registered for courses can demonstrate satisfactory academic progress. Dismissal takes effect immediately upon the determination of the grades for the semester. Unless the student successfully appeals the dismissal, the period of absence must include at least one regularly scheduled fall or spring semester. Thus, subject to appeal, students dismissed at the end of the spring semester cannot register for or attend May, summer or fall courses. Students dismissed after the fall semester may not register for or attend classes in the winter or spring terms. When a full-time day student is dismissed for academic reasons, the student will not be allowed to register for Husson CED courses while the dismissal is in force.

A student who seeks a reconsideration of dismissal may appeal the decision on the grounds of extenuating circumstances and by demonstrating a reasonable prospect for academic success in the upcoming semester. The appeal should be initiated in writing and submitted to the Dean of the respective School. After reviewing the matter, which may include a meeting with the student, the Dean will provide a recommendation to the Deans' Council for affirmation or rejection. Further appeal of the Deans' Council decision shall be made to the Chief Academic Officer or his or her designee whose decision shall be final. When the consideration of an appeal requires immediate attention and the Dean of the School is not readily available, the Chief Academic Officer may exercise prerogative in accepting a direct appeal and rendering a final decision.A student may be dismissed from an academic program but remain in acceptable standing in the University. Students dismissed from a degree program will be assigned to special or undeclared status until they complete a change of major form.

## Repeating a Course

Students may elect to repeat courses in which they have received a grade of "C" or below, but may not attempt a course more than three times. The newly earned grade will replace the original grade in the calculation of a student's cumulative grade-point average, regardless of whether the new grade earned is higher or lower than the previous grade. The former grade is retained as originally recorded in the student's transcript. Students cannot repeat a course that has been removed from the curriculum unless another course has been designated as an approved alternative for the deleted course. When a student receives a failing grade (X, F, or FW) in a topics course (usually designated by a course number X99) and seeks to repeat the course, the Dean of the School in which the course was offered may authorize a comparable course to be taken as a substitute. The grade in the designated substitute course will replace the failing grade in calculating the cumulative grade-point average.

Students are required to repeat Rhetoric and Composition courses (EH 123 (http://catalog.husson.edu/generalinformation/academicpolicies) and EH 124 (http://catalog.husson.edu/generalinformation/academicpolicies)), and, if applicable, The Writing Workshop (EH 91 (http://catalog.husson.edu/generalinformation/academicpolicies)) if they earn a grade of "C -" or lower. Students in these courses will present a portfolio of their work at the end of the semester for evaluation, to be graded "Pass" or "No Pass. A student must receive a "Pass" to receive a grade of "C" or better. Students must complete the Approaches to Literature course (EH 200 (http://catalog.husson.edu/generalinformation/academicpolicies)) with a grade of "C" or better in order to meet prerequisite requirements for any upper-level English Literature courses.

A student required to repeat a course will be charged full tuition for the course. Grades at other institutions do not replace those earned at Husson.

Students should also refer to policies of their particular discipline for further information on repeating a course.

## Academic Forgiveness

A Husson student who withdraws from one baccalaureate program and enters another may petition the Chief Academic Officer to obtain relief from low grades. The Chief Academic Officer will consult with the Dean who has jurisdiction over the student's new program of study. If the petition is granted, the Dean will identify courses which are unrelated to the new major and to the University's general education requirements and in which the student earned grades of F, X, or FW. The grades from these courses will be withdrawn from the calculation of the GPA in the student's new program of study.Relief under this policy is an option open to students only once. Should the student later seek re-admission to her or his original degree program, the grades withdrawn from the GPA calculation under this policy will be restored to reflect the student's performance in that program.

A reentry student who previously received grades of F, X, or FW at Husson University, may petition the Provost for Academic Forgiveness if they meet the following requirements:

1. At least five years have lapsed since the last semester of attendance at Husson University.
2. The student must be enrolled in an undergraduate degree program leading to an Associate or Baccalaureate degree.

3. Prior to petitioning for academic forgiveness the student must have earned a minimum of 12 credits and maintained a GPA of 2.5 or higher with no grade lower than a “C”.

The ability to petition for forgiveness of these grades is available even if the student pursues the same or similar degree. All course grades forgiven will remain on the student’s transcript, but will not be calculated into the student’s GPA. Academic Forgiveness for reentering students is available only once and applies solely to Undergraduate courses.

## Class Identification

A student is usually identified as a first-year student, sophomore, junior or senior. Such a classification is applicable to the four years of regular college attendance. However, an increase in hours earned during one or more semesters or enrollment in summer sessions may result in an accelerated program. Thus, it is more accurate to designate class standing in accordance with credit hours earned plus credits accepted in transfer according to the following schedule:

0-23 Freshman

24-53 Sophomore

54-83 Junior

84+ Senior

The schedule above has no necessary relationship to the cumulative hours and required grade-point average necessary for continuing enrollment.

## Distance Education Verification of Student Identity

In order to sustain the integrity of distance education programs, the academic community must assure that students registered for those courses are the same as those who are participating in them. Students who participate in distance education courses affirm their compliance with the University's Academic Integrity policies each time they utilize Husson's course management software. In addition, instructors and students will arrange for at least one synchronous meeting during the course at which the identity of the student can be confirmed visually or telephonically. The meetings between instructors and students will verify the student’s identity as well as reinforce learning outcomes and augment personal connection between instructors and students.

## Graduation Requirements

Course requirements for Bachelor of Science and Associate in Science degrees are listed in the sections of this catalog devoted to each School. When the degree candidate successfully completes the curriculum for a selected program of study, he or she is recommended for a degree. Students may complete more than one concentration of study within a degree area.Candidates for a Bachelor of Science degree are required to complete a minimum of 120 semester credit hours maintaining a minimum 2.0 overall cumulative grade-point average (may be higher in select programs) and 2.0 in the professional requirements of the concentration, with at least 15 credit hours in their concentration completed at Husson University. Some programs extend into the fifth year and require substantially more than 120 semester hours to complete. Some programs may have more rigorous grade-point average requirements.A student who seeks a second or additional bachelor’s degree must complete a minimum of 30 additional semester hours at Husson beyond the requirements for the first degree and complete all requirements in the second degree area.Candidates for an Associate in Science degree are required to complete a minimum of 60 semester credit hours maintaining a 2.0 or better cumulative grade-point average, and a 2.0 in the professional requirements of the concentration, with at least 15 credit hours in their concentration completed at Husson University.A degree candidate is required to spend at least one academic year (or its equivalent) in residence as an enrolled student. Students must take their final thirty (30) credit hours at Husson University. The final thirty (30) credit hour residency requirement is waived for active duty service-members.

Students can request their transcript by filling out a paper request form, available in the Registrar's Office, or electronically through a secure website. Transcript fees are as follows:

*Paper Requests*

Fee per transcript requested (up to 5): No Charge

Additional copies: $3.00

Same-day, walk-in service: Additional $5.00

*Electronic Requests*

Fee per transcript requested: $3.00

Delivery Method

Electronic: No additional charge

Mail: Additional $2.00 per transcript requested

Overnight Delivery (w/in U.S.): Additional $25.00 per transcript requested

No transcript is issued until the student's financial account has been paid in full.

Degrees are conferred at Spring Commencement exercises held in May. Students are encouraged to be present at Spring Commencement. Students should expect to receive their diploma 4-6 weeks after completion.No diploma is issued until the student's financial account has been paid in full. For further information on graduation requirements for graduate degrees, please review the respective program.

## Honors

A student carrying a full course load of 12 credit hours who has achieved the semester grade-point average listed below for the semester and completed all attempted courses in the time allotted for the semester has earned the following honor for the semester:

| Honors | Semester GPA |
|---|---|
| President's List | 3.80-4.00 |
| Dean's List | 3.60-3.79 |
| Honors List | 3.40-3.59 |

Husson makes several awards annually in recognition of the accomplishments of members of the graduating class. Gold honor cords are worn by all associates and baccalaureate-level graduates who participate in commencement ceremonies and have achieved a cumulative grade-point average of 3.4 or better. Special recognition is also given to outstanding men and women of the graduating class in both the Bachelor of Science and Associate in Science degrees. These honors are determined by cumulative grade-point averages computed at the end of the Fall semester.Graduation honors are as follows:

| Honors | Cumulative GPA |
|---|---|
| Summa cum laude | 3.80-4.00 |
| Magna cum laude | 3.60-3.79 |
| Cum laude | 3.40-3.59 |

## Valedictorian/Salutatorian

To be eligible for the award of Valedictorian or Salutatorian a student must complete a minimum of 90 credit hours at Husson; take a minimum of 12 credit hours per semester for at least six semesters, and complete degree requirements within five years of matriculation. Students matriculating in programs in which the bachelor's degree is normally awarded at the end of five years must complete degree requirements within six years to qualify for valedictorian or salutatorian.The valedictorian will be the graduating senior with the highest grade-point average. The salutatorian will be the graduating senior with the second highest grade-point average. The winner of the Outstanding Academic Achievement Award will be the graduating senior with the highest grade-point average who does not meet the eligibility requirements for valedictorian or salutatorian.Valedictorian, salutatorian, and outstanding academic achievement awards are based on grades on record as of the end of the previous Fall semester. They are awarded at each May Commencement exercise.

## Confidentiality of Student Records

All students and alumni are authorized access, upon presentation of written requests, to records of their attendance, performance, and scholastic achievement maintained by the University. In accordance with the Family Educational Rights and Privacy Act of 1974 as amended, regulations setting forth the procedures by which access may be obtained, the person or persons responsible for custody of records and the persons authorized to have access to student records have been published. These regulations are available to interested persons upon request. Records are maintained in accordance with federal and state regulations. In general, after seven years beyond termination or graduation, only transcripts of Husson courses are retained in the Registrar's Office.

## Contract for Degree

Normally, the final thirty credit hours of a student's program of study must be completed at Husson University. While this requirement is waived for active-duty servicemembers, a Contract for Degree option may be available for other students who are forced to leave the region before completing their studies because of a work assignment.The student must be able to complete a minimum of thirty of the last sixty credit hours at Husson, fifteen of which must be in the major. Some major courses may not be acceptable as transfer courses. To qualify for the Contract for Degree option, a student must be in good academic standing.The Dean responsible for the student's

major area must give permission to develop a Contract for Degree. The Contract is to be developed with the academic advisor and the Chair of the major program, and must stipulate the specific courses to be completed at another institution.The Contract process must be initiated while the student is in residence at Husson. The specific courses to be taken at another institution should be approved by the Chair of the major before the student registers. The student must file a written progress report annually with the Chair of the major area, and all work on the degree should be completed within five years of the time the Contract is written.

## Religious Observation Policy

Husson University recognizes that the student body includes adherents of many faiths, and that observance of religious holidays is an important part of religious practice. In support of this sentiment, any student who is unable to attend classes or to participate in any examination, study, or course requirements on a day of observance because of his or her religious belief, shall be provided with an opportunity to make up the course requirements so long as the effort to do so does not create an unreasonable burden upon the instructor, department or the University. The student must provide advanced notice as established in the syllabus such that the instructor has adequate opportunity to prepare for a makeup. At the discretion of the instructor, the occasion for making up coursework could occur prior to the examination or due date of the assignment. No adverse or prejudicial effects shall result to a student's grade for the examination, study, or course requirement on the day of religious observance because he or she relies upon these provisions. In the case of an internship or clinical, students should refer to the applicable policy in place by the employer or site.

## Husson University Student Complaints Policy

Husson University promotes a community of learning that provides access to faculty, staff, and administration. We are committed to resolving problems experienced by students when interacting at any level with the University. Accordingly, we want to know if you are experiencing difficulties resulting from the University's policies or the actions of its employees, agents, or volunteers. The University encourages students with complaints to seek informal resolution of the complaint prior to initiating a formal process. An informal process involves a direct conversation with the person who has caused the difficulty; the conversation is conducted in a fashion that is calm and professional. All members of the University community are expected to engage in these conversations with an attitude of listening, understanding, and respect for the other person regardless of the merit of the complaint. If those involved with the complaint are unable to resolve the matter through an informal process, or the matter is of such a nature that it cannot appropriately be discussed with the person causing the complaint, then the student may initiate the formal process as follows:

1. Please use the document provided at the following URL, http://www.husson.edu/complaint-form . The complaint should clearly identify the circumstances, the specific complaint, and the desired resolution. The written document should also provide the contact information for the student initiating the complaint. Such complaints should be submitted to the Administrative Assistant of the Provost who will direct it to the attention of an appropriate University representative (e.g., Dean, Associate Dean, or Department Chair). The person submitting the complaint will receive a response or update on its status within 30 days.
2. If the Department, School, or College is unable to address the issue, or it is not addressed to the student's satisfaction, then the student may request of the Provost's Administrative Assistant that the complaint be directed to the appropriate University office or personnel for further consideration. The appeal may require further conversations with the student and the party against whom the complaint has been filed.

Matters of serious legal or consequential outcomes will be directed without delay to other appropriate venues. All matters shall be considered confidential and shall involve only the necessary parties and representatives of the University. Records of complaints and their resolutions shall be retained in such a way to respect the privacy of the complainant. Students should rest assured that their complaints will not result in retaliation. The New England Association of Schools and Colleges (NEASC) also has a procedure to receive complaints from other institutions, students, faculty, or the public against a university, including tuition and fee policies, and as related to NEASC standards, policies or procedures. Such complaints shall be placed in writing in detail by the complainant and submitted to the NEASC office. You may review the criteria for making a public comment or filing a formal complaint and download the required complaint form at http://cihe.neasc.org/information_for_the_public/comments_amp_complaints/. If the complaint meets the Commission's criteria for consideration, it will be forwarded to the University's President, who is asked to respond within 30 days. At NEASC's next regularly scheduled meeting, the Commission may consider both the complaint and the Husson University's response and determine whether or not further action is required. The complainant and the institution will be notified in writing of the Commission's decision in the matter. For guidance on filing either a Public Comment or Complaint, you may email cihe@neasc.org. The policies and procedures with respect to student complaints are not meant to prevent a student from seeking immediate resolution to a matter that could result in ongoing and serious physical, emotional, or financial harm to the student or to others. Rather, they are meant to foster a productive and meaningful resolution to legitimate student concerns.

## Compliance

It is the responsibility of the student to be familiar with and abide by all academic regulations, including requirements for completing the major and degree, prerequisites to be met for enrolling in certain courses, restrictions on enrollment in certain courses, and withdrawal from and repeating of courses. Failure to comply with all regulations could adversely affect the student's status and graduation.

# General Education

In the fall of 1997, the Husson University Faculty approved a new General Education Curriculum for all programs leading to the baccalaureate degree. The General Education Curriculum is organized around a set of broad personal and professional attributes that the faculty believes ought to characterize a graduate in every Husson major. These attributes are:

- Professional and technical competence in a major field of study
- Knowledge of ethical standards and skill in ethical analysis
- Knowledge of self and positive self image
- Effectiveness in communication
- Global and cultural awareness and understanding

In addition to these major attributes, the Husson Faculty expect graduates to be able to manage their own life-long learning, exhibit leadership and interpersonal skills, and know the value of service to one's community.

The General Education Curriculum includes a set of core requirements and elective courses designed to help students develop these attributes. Every baccalaureate student must complete this set of eight core courses:

- EH 123 Rhetoric and Composition I
- EH 124 Rhetoric and Composition II
- EH 200 Approaches to Literature
- Laboratory Science
- Mathematics (two courses)
- Senior Seminar

Each student must also satisfy a set of distribution requirements through selection of appropriate electives in the following areas:

- Experiential Learning (co-op, internship, clinical, other) (1)
- Ethics (1)
- Psychology (1)
- Communications (3)
- Foreign Culture and Conversation (1)
- Fine Arts (1)
- Global Perspectives (1)

To complete the General Education requirements, students must also document learning through co-curricular and/or community service experiences.

# Programs of Study

Husson University offers the following programs of study for undergraduate and graduate students. Some programs have specialized concentrations, and more detailed information is available in the sections of this catalog devoted to each School. The University also provides opportunities for undergraduate students to choose a minor program of study (see below). Students of Extended Learning Programs should consult with the Center Director or Coordinator in their respective locations to determine which degrees can be completed on site.

## Associate of Science

- Accounting
- Business Administration
- Business Studies
- Computer Information Systems
- Criminal Justice
- Paralegal Studies

## Bachelor of Science

- Accounting
- Biology
- Business Administration

- Business and Professional Studies
- Chemistry
- Communications Technology
- Computer Information Systems
- Criminal Justice
- Criminal Justice/ Psychology
- Educational Studies
- Elementary Education
- English
- Entertainment Production
- Environmental Science
- Forensic Science
- Health Education
- Healthcare Studies
- Hospitality & Tourism Management
- Legal Studies
- Liberal Studies
- Mass Communications
- Nursing
- Paralegal Studies
- Physical Education
- Psychology
- Secondary Education
- Software Development
- Sport Management

## Masters

- Business
- Clinical Mental Health Counseling
- Criminal Justice Administration
- Education
- Human Relations
- Nursing
- Occupational Therapy
- Pastoral Counseling
- School Counseling

## First Professional Doctorate

- Pharmacy
- Physical Therapy

## Certificate Program

- Business Administration
- Elementary Education (Pathways II)
- Secondary Education (Pathways II)
- One-year, non-degree Paralegal Studies

## Dual Baccalaureate and Graduate Degree Programs

The following programs lead to a graduate degree, but are designed for entry by undergraduate students. These programs yield both a bachelor's and a graduate degree.

- B.S. Accounting/Master of Business Administration
- B.S. Business Administration/Master of Business Administration

- B.S. Computer Information Systems/Master of Business Administration
- B.S. Criminal Justice/M.S. Criminal Justice Administration
- B.S. Healthcare Studies/Master of Business Administration
- B.S. Healthcare Studies/M.S. in Occupational Therapy*
- B.S. Kinesiology/Doctor in Physical Therapy*

* Qualified individuals with a bachelor's degree may seek admission to the third year.

## Minor Programs

All students enrolled in baccalaureate degree programs have the opportunity to acquire an academic minor in addition to their major course of study. Minor programs include Accounting, Behavioral Science, Coaching, Computer Information Systems, English, Hospitality Management, Mathematics, Natural Science, Biology, History, and Psychology. Each minor carries a minimum requirement of eighteen (18) credit hours of prescribed course work, and no more than nine (9) credit hours transferred from another college or university can be applied to meet the requirements of a minor. For specific information, students should consult the Office of the Dean of the School offering the minor.

## Dual Major

A student who seeks a second or additional major for his or her baccalaureate degree must meet all General Education requirements for the original major and complete all degree requirements for both majors. A student seeking a second major should complete a "Request for Second Major" form and submit it to his or her original advisor, the new advisor within secondary major, and the department head and dean where the new major is housed. A completed transcript evaluation must be attached and submitted along with the form to the registrar's office.

## Dual/Second Master's Degree

If the graduate program allows, a student who seeks a second or additional graduate (Master's) degree must meet admissions requirements, complete a minimum of 15 additional credit hours at Husson University beyond the requirements for the first graduate (Master's) degree and must complete all required course for the second gradate (Master's) degree.

## Experiential Learning

Internships, clinicals, and practicums combine classroom theory with practical work experience. These experiential learning opportunities are available to students when business, industry, or nonprofit institutions join with the University to provide planned periods of learning while in an employment setting. The major objective is to provide students with a career-oriented, educational program that is beneficial to both the student and the employer.

Through the blending of study and employment, students may

1. better understand classroom theory through application to a working situation;
2. clarify and define career goals;
3. evaluate chosen academic majors;
4. acquire professional experience;
5. develop maturity, self-confidence, and communication skills; and
6. defray a portion of their educational expenses.

Given the benefits from and variety of off-campus experiential learning opportunities, students are encouraged to consult with their advisors early in their time at Husson to understand the requirements for participating. Early planning is also advisable since experiential learning credits could satisfy elective requirements in certain programs of study.

## Army and Navy NAVY R.O.T.C.

Husson students who wish to do so may participate in either Army, or Naval Reserve Officers Training Corps programs in conjunction with the Department of Military Science or Naval Science at the University of Maine at Orono. Participants may gain scholarship status and graduate as second lieutenants in the Army or achieve the rank of Ensign in the Navy Nursing Program.

# Graduate Program Policies and Information

Husson University offers a variety of programs through which students can attain a Masters Degree or First Professional Doctorate. While the following sections provide general criteria and standards, the programs relate information that is applicable to those areas of study. Students are advised to refer to those program areas and academic policies that specifically apply.

## Academic Standards

Admission to a graduate program is a student's permission to attempt graduate-level work at Husson University. Admission does not imply that Husson University guarantees that a student will necessarily graduate. Once admitted, it is up to the student to demonstrate ability to do graduate work. Those students who do not demonstrate this ability will be dismissed. In order to more fully understand the standards expected of students at the graduate level, please refer to the specific program of study.

## Dual/Second Master's Degree

If the graduate program allows, a student who seeks a second or additional graduate (Master's) degree must meet admissions requirements, complete a minimum of 15 additional credit hours at Husson University beyond the requirements for the first graduate (Master's) degree and must complete all required course for the second gradate (Master's) degree.

## Grading System

The system of evaluating a student's performance in the graduate program is by letter grade. Grade-point values are the same as those appearing on page 28 with the exception that a student cannot receive a passing grade below a C.

## Withdrawal

A student who withdraws must file a withdrawal notice in writing with the Registrar's Office. Refund credits will be computed from the date that official notice is received in the Registrar's Office. Students wishing to withdraw should first consult with administrative staff in their respective Graduate Programs. Please note, nonattendance of classes does not constitute an official withdrawal. Laboratory and application fees are not refundable.

## Financial Aid

The Federal Stafford Loan Program is available for students admitted to and enrolled in the graduate program. Also available are Graduate Plus Loans. Grad Plus eligibility is based on the applicant not having an adverse credit history. These loans are administered through Husson University's financial aid office. To become eligible, you must complete the FAFSA (Free Application for Federal Student Aid). Alternative Loan information is also available. Please contact the financial aid office for further information.

## Housing

A limited number of spaces may be available in the residence halls during the academic year. Students who attend only during the summer sessions may be accommodated in a residence hall.

Off-campus rooms and apartments are available in Bangor and the surrounding communities. Living accommodations are scarce, however, so the student is advised to arrange for housing in advance of initial enrollment. All inquiries about residence hall spaces should be sent to the Dean of Student Affairs.

# The College of Business

William B. "Read, Jr." 1966

B.S. American International College

M.A. University of Connecticut

Amanda Bourgoin 2006

B.A. St. Bonaventure University

M.B.A. Wayne State

Margaret Campbell 2012

B.A. University of Maine

J.D. University of Maine School of Law

Cristanna Cook 1991

B.S. University of Maine

M.S. University of Maine

Ph.D. University of Maine

Robert Duron 2005

B.B.A. Texas A and M University Commerce

M.S. University of Texas

Ph.D. Capella University

Richard Fabri 2012

B.S. Northeast University

M.S.Ed. University of Miami

Thomas Fitzpatrick 2012

B.A. Concordia University

American graduate School of International Business

D.B.A. Southern New Hampshire University

Nancy Forster-Holt 2011

B.S. Cornell University

M.B.A. University Of Maine

Ph.D. University of Maine

Marie E. Hansen 2003

B.A. University of Maine

J.D. University of Maine School of Law; working on doctoral dissertation at The Chicago School of Professional Psychology

Michael Knupp 2010

B.S. & B.A. University of Maine

M.S. Boston University

Karen Kydd 2002

B.S. Husson College

M.S. Husson College

Marilynne Jones Mann 2011

B.S. University of Maine - Presque Isle

M.S. University of Maine

Dewey Martin 1980

B.S. Bentley College

M.S. Bentley College

John Michaud 2008

Bachelor's degree St. Francis College (now U. New England)

M.A. Naval War College & M.A. U New England

Paul Morrow Sr. 2008

B.S. University of Maine

J.D. Franklin Pierce Law Center

Stephanie Shayne 2010

B.A. Colby College

M.B.A. Duke University

Lee Speronis 2008

B.S. Tampa University

J.D. Stetson University

Belinda Wee 2012

B.S. Purdue University

University of Minnesota

Ph.D. University of Minnesota

J. Douglas Wellington 2002

B.A. University of Pennsylvania

M.B.A. Wharton Graduate School & M.B.A. New York University & L.L.M. New York University

J.D. Rutgers

Alicia Wilcox 2011

B.S. National University of Ireland

M.S. University of Strathclyde & M.S. Husson University

working on doctoral degree at University of Strathclyde

Gerald Wright 2006

B.S. University of Cincinnati

working on doctoral dissertation at Capella University

# Undergraduate Programs in College of Business

## Accounting

- B.S. Accounting
- B.S. Accounting/Master of Business Administration
- B.S. Accounting/Computer Information Systems
- A.S. Accounting

## Business Administration

- B.S. Business Administration
  - Concentrations:
    - General
    - Entrepreneurship & Small Business Management
    - Financial Management
    - Individualized Program of Study (IPS)
    - International Business
    - Management
    - Marketing
    - Retail Management
- B.S. Business Administration/Master of Business Administration
  - Financial Management
  - International Business
  - Individualized Program of Study
  - Management
  - Marketing
- A.S. Business Administration
- A.S. Business Studies

## Business and Professional Studies

- B.S. Business and Professional Studies

## Computer Information Systems

- B.S. Computer Information Systems
- B.S. Computer Information Systems/Master of Business Administration
- B.S. Software Development
- A.S. Computer Information Systems

## Hospitality & Tourism

- B.S. Hospitality & Tourism Management
- B.S. Hospitality & Tourism Management/Master of Business Administration

## Criminal Justice

- B.S. Criminal Justice
- B.S. Criminal Justice/B.S. Psychology-MHRT-C
- B.S. Criminal Justice/M.S. Criminal Justice Administration
- A.S. Criminal Justice

## Forensic Science

- B.S. Forensic Science

## Legal Studies

- B.S. Legal Studies - Pre-Law

## Paralegal Studies

- B.S. Paralegal Studies
- A.S. Paralegal Studies
- Certificate Paralegal Studies

## Sport Management

- B.S. Sport Management

## College of Business Transfer Credit Policy

For undergraduate programs, transfer credits for courses offered in disciplines which are part of the College of Business more than ten years from the time of application may not be transferable. All transfer credits will be reviewed by Directors of the Schools within the College of Business individually.

## College of Business Academic Progression and Dismissal Policy

Course Repetition, Progression, and Academic Risk Status

- Academic Risk
  - A student who must retake one or more courses as detailed below will be placed on The College of Business Academic Risk List.
  - Once a student is notified they have been placed on this list they must meet with their advisor within five days to develop a plan to retake the course(s) and to discuss what resources are available to them and the consequences of earning further unsatisfactory grades.
  - Students who successfully remediate their course(s) will be removed from academic risk status.
- Course Repetition and Progressions
  - A student must retake any course for which an F grade was earned. Should an F grade be received in elective that course should be retaken if possible. Should it not be possible a different elective can be taken but the grade received would still be averaged with the failing grade.
  - Students must successfully complete the required core course (identified on the curriculum sheet with an asterisk) with a C or better.

Academic Dismissal

A student may be subject to academic dismissal from their respective School if they fail any of the required core courses twice. The Director of the School will make a decision regarding the Academic Dismissal after review of all the materials on the academic risk and/or course progression policy.

Dismissal Appeal

Students who are dismissed from their respective School in the College of Business for academic reasons may appeal in writing within 10 days of the receipt of the dismissal to Dean of The College of Business. The Decision of the Dean is final.

# Programs in Accounting

Husson Accounting majors begin their study of accounting in their first year, and then progress through a series of advanced courses that provide in-depth exposure to all aspects of the profession. Faculty are experienced practitioners who combine practical knowledge with up-to-date theory in their teaching. Small class size ensures that students receive the attention they need to do their best. These unique aspects of the Husson Accounting Programs produce graduates who are well trained and ready to enter the profession.

The BS/MBA Program enables a student to fulfill the Maine Board of Accountancy requirement of 150 semester hours of college education for individuals who wish to be licensed to practice as a Certified Public Accountants. High-level courses in management complement intensive professional training in accounting to prepare graduates for leadership in the field.

The Accounting major is designed to provide a strong professional base in accounting; students may choose electives to specialize in either public accounting or management accounting. Public accountants work with clients in many different industries. They audit organizations' financial records, provide tax advice, work with information systems, or consult on business problems. Some work within large multinational firms, but most work for regional or local firms. Management accountants work for a single organization, which may be a large corporation, a small business, a not-for-profit organization, or a government entity. They are part of the management team and analyze data, recommend ways to increase profitability, and help plan for the future. Specialized tasks include internal auditing,

financial accounting, cost accounting, tax planning and compliance, business planning and budgeting, management consulting and information systems management.

The special joint program in Accounting and Information Technology enables the student to add significant knowledge of computers to professional training in accounting. This combination is highly sought by employers in both public and management accounting settings. The 138 credits required for this program can apply to the 150 semester hours required to earn the CPA designation.

The A.S. in Accounting program provides a solid introduction to the field and qualifies the graduate to work as a bookkeeper, become a paraprofessional in a public accounting firm, or even to manage a small business. All credits are fully transferable into the four-year program.

Students who major in another field offered by the University may choose to complete a minor in accounting.

## Requirements for Accounting Majors

All Accounting majors must earn an overall 2.0 cumulative grade-point average as well as a 2.0 in their Ac prefix courses. In addition, transfer students must complete a minimum of 15 credit hours in Ac prefix courses at Husson.

# B.S. in Accounting

The program objective of the major in Accounting is to prepare future leaders with the knowledge of accounting principles and their applications. Data gained from accountants are necessary for planning, decision making, and control. As an accountant, the student will be prepared to supervising the preparation, interpretation, and reporting of economic data for management operations and the general public depending upon the type of work sought.

| | | |
|---|---|---|
| **General Education Courses** | | |
| BA 211 | Microeconomics | 3 |
| BA 212 | Macroeconomics | 3 |
| CM 100 | Speech | 3 |
| CM 221 | Professional Communications | 3 |
| EH 123 | Rhetoric and Composition I | 3 |
| EH 124 | Rhetoric and Composition II | 3 |
| HE 111 | The Husson Experience *** | 1 |
| MI 111 | Introduction to Microcomputing | 3 |
| MI 214 | Microcomputer Spreadsheet Applications | 3 |
| MS 132 | Probability and Statistics | 3 |
| MS 141 | Contemporary College Algebra | 4 |
| PY 111 | General Psychology | 3 |
| Fine Arts | | 3 |
| Foreign Culture and Conversation Elective | | 3 |
| SC Elective | | 3 |
| Open Electives | | 18 |
| Co-curricular activity and/or community service | | |
| **Accounting and General Business Courses** | | |
| AC 121 | Principles of Accounting I | 3 |
| AC 122 | Principles of Accounting II | 3 |
| AC 201 | Intermediate Accounting I | 3 |
| AC 202 | Intermediate Accounting II | 3 |
| AC 251 | Accounting Internship | 3 |
| AC 301 | Advanced Accounting I | 3 |
| AC 302 | Advanced Accounting II | 3 |
| AC 331 | Cost Accounting | 3 |
| AC 371 | Accounting Information Systems | 3 |
| AC 441 | Federal Taxation I | 3 |
| AC 442 | Federal Taxation II | 3 |
| AC 461 | Auditing Concepts and Methods | 3 |
| AC 471 | Accounting for Nonprofit Organizations | 3 |

| | | |
|---|---|---|
| AC 490 | Forensic and Investigative Accounting | 3 |
| BA 202 | Business Law II | 3 |
| BA 302 | Business Ethics | 3 |
| BA 310 | Organization and Management | 3 |
| BA 321 | Marketing Principles | 3 |
| BA 362 | Financial Management I | 3 |
| Select one of the following Global Business Electives: | | 3 |
| BA 111 | Economic Geography | |
| BA 334 | International Economics | |
| BA 434 | International Finance | |
| BA 437 | International Marketing | |
| BA 490 | International Business | |
| Total Hour | | 122 |

*** Credit may not be required for degree completion.

# B.S. in Accounting/M.B.A

The dual B.S. in Accounting / M.B.A. degree program affords students the opportunity to earn both degrees in five years as opposed to the six years it would take to pursue the degrees separately. The BS/MBA Program enables a student to fulfill the Maine Board of Accountancy requirement of 150 semester hours of college education for individuals who wish to be licensed to practice as a Certified Public Accountant. High-level courses in management complement intensive professional training in accounting to prepare graduates for leadership in the field.

| | | |
|---|---|---|
| **General Education Courses** | | |
| BA 211 | Microeconomics | 3 |
| BA 212 | Macroeconomics | 3 |
| CM 100 | Speech | 3 |
| CM 221 | Professional Communications | 3 |
| EH 123 | Rhetoric and Composition I | 3 |
| EH 124 | Rhetoric and Composition II | 3 |
| HE 111 | The Husson Experience *** | 1 |
| MI 111 | Introduction to Microcomputing | 3 |
| MI 214 | Microcomputer Spreadsheet Applications | 3 |
| MS 132 | Probability and Statistics | 3 |
| MS 141 | Contemporary College Algebra | 4 |
| PY 111 | General Psychology | 3 |
| Fine Arts | | 3 |
| Foreign Culture and Conversation Elective | | 3 |
| SC Elective | | 3 |
| Open Electives | | 12 |
| Co-curricular activity and/or community service | | |
| **Accounting and General Business Courses** | | |
| AC 121 | Principles of Accounting I | 3 |
| AC 122 | Principles of Accounting II | 3 |
| AC 201 | Intermediate Accounting I | 3 |
| AC 202 | Intermediate Accounting II | 3 |
| AC 251 | Accounting Internship | 3 |
| AC 301 | Advanced Accounting I | 3 |
| AC 302 | Advanced Accounting II | 3 |
| AC 331 | Cost Accounting | 3 |
| AC 371 | Accounting Information Systems | 3 |
| AC 441 | Federal Taxation I | 3 |
| AC 442 | Federal Taxation II | 3 |

| | | |
|---|---|---|
| AC 461 | Auditing Concepts and Methods | 3 |
| AC 471 | Accounting for Nonprofit Organizations | 3 |
| AC 490 | Forensic and Investigative Accounting | 3 |
| BA 202 | Business Law II | 3 |
| BA 302 | Business Ethics | 3 |
| BA 310 | Organization and Management | 3 |
| BA 321 | Marketing Principles | 3 |
| BA 362 | Financial Management I | 3 |
| Select one of the following Global Business Electives: | | 3 |
| BA 111 | Economic Geography | |
| BA 334 | International Economics | |
| BA 434 | International Finance | |
| BA 437 | International Marketing | |
| BA 490 | International Business | |
| Choose one of the following: | | 3 |
| AC 483 | Financial Acctg & Reporting Adv Problems | |
| Open Elective | | |
| Choose one of the following: | | 3 |
| AC 484 | Acctg & Reprtg & Consolidation Adv Problems | |
| Open Elective | | |
| **Graduate Business Courses** | | |
| BA 600 | Research Methods in Business and Education | 3 |
| BA 601 | Managerial Economics | 3 |
| BA 605 | Management Communications | 3 |
| BA 625 | Global Strategic Management | 3 |
| BA 643 | Strategic Change Management | 3 |
| Choose one of the following: | | 3 |
| BA 621 | Marketing Management | |
| BA 644 | Business Law | |
| Graduate Business Electives | | 12 |
| Total Hour | | 152 |

*** Credit may not be required for degree completion.

# B.S. In Accounting Computer Information Systems

This dual program enables the student to add significant knowledge of computers to professional training in accounting. This combination is highly sought by employers in both public and management accounting settings. The 137 credits required for this program can apply to the 150 semester hours required to earn the CPA designation.

| | | |
|---|---|---|
| **General Education Courses** | | |
| BA 211 | Microeconomics | 3 |
| BA 212 | Macroeconomics | 3 |
| CM 100 | Speech | 3 |
| CM 221 | Professional Communications | 3 |
| EH 123 | Rhetoric and Composition I | 3 |
| EH 124 | Rhetoric and Composition II | 3 |
| HE 111 | The Husson Experience *** | 1 |
| MI 214 | Microcomputer Spreadsheet Applications | 3 |
| MS 132 | Probability and Statistics | 3 |
| MS 141 | Contemporary College Algebra | 4 |
| PY 111 | General Psychology | 3 |
| Fine or Performing Arts | | 3 |

| | | |
|---|---|---|
| Foreign Culture and Conversation Elective | | 3 |
| SC Elective | | 3 |
| Open Electives | | 12 |
| Co-curricular activity and/or community service | | |
| **Accounting and General Business Courses** | | |
| AC 121 | Principles of Accounting I | 3 |
| AC 122 | Principles of Accounting II | 3 |
| AC 201 | Intermediate Accounting I | 3 |
| AC 202 | Intermediate Accounting II | 3 |
| AC 251 | Accounting Internship | 3 |
| AC 301 | Advanced Accounting I | 3 |
| AC 302 | Advanced Accounting II | 3 |
| AC 331 | Cost Accounting | 3 |
| AC 371 | Accounting Information Systems | 3 |
| AC 441 | Federal Taxation I | 3 |
| AC 442 | Federal Taxation II | 3 |
| AC 461 | Auditing Concepts and Methods | 3 |
| AC 471 | Accounting for Nonprofit Organizations | 3 |
| AC 490 | Forensic and Investigative Accounting | 3 |
| BA 202 | Business Law II | 3 |
| BA 302 | Business Ethics | 3 |
| BA 310 | Organization and Management | 3 |
| BA 321 | Marketing Principles | 3 |
| BA 362 | Financial Management I | 3 |
| Select one of the following Global Business Electives: | | 3 |
| BA 111 | Economic Geography | |
| BA 334 | International Economics | |
| BA 434 | International Finance | |
| BA 437 | International Marketing | |
| BA 490 | International Business | |
| CT 207 | Web Design - Content Layer | 3 |
| MI 131 | Intro to Information Systems | 3 |
| MI 331 | Networking | 3 |
| MI 411 | Database Design | 3 |
| MI 421 | Project Management Techniques | 3 |
| MI Electives | | 9 |
| Total Hour | | 137 |

*** Credit may not be required for degree completion.

# A.S. Accounting

The A.S. in Accounting program is a two year program. This program provides a solid introduction to the field and qualifies the graduate to work as a bookkeeper, become a paraprofessional in a public accounting firm, or even to manage a small business. The two year program transfers seamlessly into the B.S. Accounting program at Husson if you so choose.

| | | |
|---|---|---|
| **General Education Courses** | | |
| BA 211 | Microeconomics | 3 |
| BA 212 | Macroeconomics | 3 |
| CM 100 | Speech | 3 |
| EH 123 | Rhetoric and Composition I | 3 |
| EH 124 | Rhetoric and Composition II | 3 |
| HE 111 | The Husson Experience *** | 1 |

| | | |
|---|---|---|
| MI 111 | Introduction to Microcomputing | 3 |
| MI 214 | Microcomputer Spreadsheet Applications | 3 |
| MS 141 | Contemporary College Algebra | 4 |
| PY 111 | General Psychology | 3 |
| **Accounting and General Business Courses** | | |
| AC 121 | Principles of Accounting I | 3 |
| AC 122 | Principles of Accounting II | 3 |
| AC 201 | Intermediate Accounting I | 3 |
| AC 202 | Intermediate Accounting II | 3 |
| AC 211 | Managerial Accounting | 3 |
| AC 441 | Federal Taxation I | 3 |
| BA 202 | Business Law II | 3 |
| BA 302 | Business Ethics | 3 |
| BA 310 | Organization and Management | 3 |
| Open Elective | | 6 |
| Total Hour | | 62 |

*** Credit may not be required for degree completion.

**First Year**

| Fall | Hours | Spring | Hours |
|---|---|---|---|
| AC 121 | 3 | AC 122 | 3 |
| EH 123 | 3 | BA 302 | 3 |
| HE 111 | 1 | EH 124 | 3 |
| MI 111 | 3 | MI 214 | 3 |
| MS 141 | 4 | PY 111 | 3 |
| CM 100 | 3 | | |
| | **17** | | **15** |

**Second Year**

| Fall | Hours | Spring | Hours |
|---|---|---|---|
| AC 201 | 3 | AC 202 | 3 |
| AC 441 | 3 | AC 211 | 3 |
| BA 211 | 3 | BA 202 | 3 |
| BA 310 | 3 | BA 212 | 3 |
| Open Elective | 3 | Open Elective | 3 |
| | **15** | | **15** |

Total Hours: 62

# Accounting Minor

| | | |
|---|---|---|
| AC 121 (p. 50) | Principles of Accounting I | 3 |
| AC 122 (p. 50) | Principles of Accounting II | 3 |
| AC 201 (p. 50) | Intermediate Accounting I | 3 |
| AC 202 (p. 50) | Intermediate Accounting II | 3 |
| AC 211 (p. 50) | Managerial Accounting I | 3 |
| AC 441 (p. 50) | Federal Taxation I | 3 |
| Total Hour | | 18 |

All students seeking a minor within the School of Accounting must achieve a minimum grade point average of 2.0 in the courses relied upon for earning the designation as well as an average of 2.0 in the courses with the designation of the minor.

# Programs in Business Administration

The undergraduate Business Administration majors, leading to A.S., B.S. and dual BS/MBA degrees, prepare learners for challenging careers in a variety of business fields. In addition to the general business administration degree that provides flexibility for taking electives in diverse areas of study, students may concentrate in: entrepreneurship/small business management, financial management,

international business, management, marketing, retail management and individualized programs of study (IPS). In most programs, students seeking to earn their MBA can do so in conjunction with their B.S. degree in just 5 years.

# Goals and Objectives

Husson Business Administration majors develop skills, attitudes, and technical knowledge to prepare them for careers in a wide variety of fields that include not only business and industry, but also government and the not-for-profit sector. They work with faculty who combine academic training with industry experience, and consider teaching to be their highest priority. Small class size ensures students receive the attention they need to do their best. Internships, experiential classes, and simulations all provide students with opportunities to practice the skills of business before they leave the college setting.

Specifically, Husson Business Administration students will learn the following:

## Business Knowledge and Problem Solving

Application: demonstrate one can apply functional and foundational concepts to think critically and solve business problems.

Functional knowledge: subject matter knowledge of: (1) accounting; (2) organizational behavior; (3) organizational management; (4) financial management; (5) marketing; (6) information systems; (7) law; (8) human resource management; (9) international business; (10) economics; and (11) business strategy. Interface with society: demonstrate an understanding of how economic, legal and regulatory, political, social, technical, environmental, and competitive forces (local, regional, global) affect business.

## Innovative Thinking

Issue spotting and opportunity recognition: identify options of turning problems into business or personal opportunities.

Creativity: generate unique solutions to problems or ways to respond to opportunities.

## Ethical Responsibility

Ethical decision making: recognize ethical issues, apply ethical frameworks to analyze them, then choose and defend a solution.

Reflective thinking: demonstrate consideration of a belief, form of knowledge, action, or experience, evaluate it, and develop insight toward future action.

Initiative: seek opportunities for active involvement in curricular areas. Taking others' perspectives: demonstrate an understanding of another person's point of view.

## Communication Skills

Writing: produce quality business documents that exhibit competence in content, organization, quality, and referencing.

Presenting: create and deliver quality business presentations that exhibit competence in content, technology, verbal and non-verbal presentation skills, organization and clarity.

Interpersonal skills and teamwork: communicate effectively in small group situations.

# Requirements for the Major

The College of Business undergraduate programs consist of degrees at the Associate, Bachelor, and combined Bachelor and Master level. All Business Administration majors must earn an overall 2.0 cumulative grade-point average as well as a 2.0 in their School of Business courses. Transfer students must complete a minimum of 30 credits hours at Husson University with a minimum of 15 credit hours in School of Business courses at Husson.

# B.S. Business Administration - General Business

The program objective of the major in Business Administration is to prepare business leaders who are effective general managers with expertise in managerial communications, decision making and planning, finance, management and marketing.

| **General Education Courses** | | |
|---|---|---|
| BA 211 | Microeconomics | 3 |
| BA 212 | Macroeconomics | 3 |
| CM 100 | Speech | 3 |
| EH 123 | Rhetoric and Composition I | 3 |
| EH 124 | Rhetoric and Composition II | 3 |

| | | |
|---|---|---|
| EH 200 | Approaches to Literature | 3 |
| HE 111 | The Husson Experience *** | 1 |
| MI 111 | Introduction to Microcomputing | 3 |
| MS 141 | Contemporary College Algebra | 4 |
| Select one of the following: | | 3 |
| MS 132 | Probability and Statistics | |
| MS 232 | Finite Mathematics | |
| PY 111 | General Psychology | 3 |
| Fine Arts Elective | | 3 |
| Foreign Culture and Conversation Elective | | 3 |
| SC Science Elective | | 3 |
| Global Elective | Course Global Elective Not Found | 3 |
| Open Electives | | 15 |
| Co-curricular activity and/or community services | | |
| **Business Courses** | | |
| AC 121 | Principles of Accounting I | 3 |
| AC 211 | Managerial Accounting | 3 |
| BA 101 | Introduction to Business | 3 |
| BA 201 | Business Law I | 3 |
| BA 202 | Business Law II | 3 |
| BA 300 Business Presentations | Course BA 300 Business Presentations Not Found | 3 |
| BA 302 | Business Ethics | 3 |
| BA 310 | Organization and Management | 3 |
| BA 311 | Human Resource Management | 3 |
| BA 321 | Marketing Principles | 3 |
| BA 351 | Internship | 3 |
| BA 362 | Financial Management I | 3 |
| BA 401 | Managerial Economics | 3 |
| BA 411 | Organizational Behavior | 3 |
| BA 414 | Business Strategy | 3 |
| BA 490 | International Business | 3 |
| MI Elective | | 3 |
| Business Related Electives | | 12 |
| Total Hour | | 122 |

*** Credit may not be required for degree completion.

# B.S. Business Administration - Entrepreneurship & Small Business Management

Students in the Entrepreneurship and Small Business Management concentration study the essential concepts of starting and operating small businesses. Topics covered include: environment and management of small business enterprise, problems in starting small businesses, financial and administrative control, and management of business operations.

Students will also learn the practical application of classic and contemporary business theory as it applies to the early stages of entrepreneurship and intrapreneurship, opportunity recognition, innovation, and new venture development. Topics include: types of entrepreneurs, opportunity recognition, marketing, cash and other resource requirements, financial statements, planning, franchising, intellectual property, success/failure/resilience, and growth. A series of four courses building these concepts constitute the concentration along with other electives in business such as risk management, financial planning, marketing and retail management.

| | | |
|---|---|---|
| **General Education Courses** | | |
| BA 211 (p. 52) | Microeconomics | 3 |
| BA 212 (p. 52) | Macroeconomics | 3 |
| EH 123 (p. 52) | Rhetoric and Composition I | 3 |

| | | |
|---|---|---|
| EH 124 (p. 52) | Rhetoric and Composition II | 3 |
| EH 200 (p. 52) | Approaches to Literature | 3 |
| CM 221 (p. 52) | Professional Communications | 3 |
| HE 111 (p. 52) | The Husson Experience *** | 1 |
| MI 214 (p. 52) | Microcomputer Spreadsheet Applications | 3 |
| MS 141 (p. 52) | Contemporary College Algebra | 4 |
| MS 132 (p. 52) | Probability and Statistics | 3 |
| PY 111 (p. 52) | General Psychology | 3 |
| Fine or Performing Arts | | 3 |
| Foreign Culture and Conversation Elective | | 3 |
| SC Science Elective | | 3 |
| Open Elective | | 6 |
| Co-curricular activity and/or community service | | |
| **General Business Courses** | | |
| AC 121 (p. 52) | Principles of Accounting I | 3 |
| AC 122 (p. 52) | Principles of Accounting II | 3 |
| AC 211 (p. 52) | Managerial Accounting I | 3 |
| BA 101 (p. 52) | Introduction to Business | 3 |
| BA 111 (p. 52) | Economic Geography | 3 |
| BA 201 (p. 52) | Business Law I | 3 |
| BA 202 (p. 52) | Business Law II | 3 |
| BA 302 (p. 52) | Business Ethics | 3 |
| BA 310 (p. 52) | Organization and Management | 3 |
| BA 311 (p. 52) | Human Resource Management | 3 |
| BA 321 (p. 52) | Marketing | 3 |
| BA 362 (p. 52) | Financial Management I | 3 |
| **Concentration in Small/Family Business Management** | | |
| BA 271 (p. 52) | Risk Management | 3 |
| BA 344 (p. 52) | Personal Financial Planning | 3 |
| BA 351 (p. 52) | Internship | 3 |
| BA 401 (p. 52) | Managerial Economics | 3 |
| BA 414 (p. 52) | Business Strategy | 3 |
| BA 422 (p. 52) | Sales and Sales Management | 3 |
| BA 423 (p. 52) | Retail Management | 3 |
| BA 424 (p. 52) | Marketing Research | 3 |
| BA 440 (p. 52) | Small Business Management I | 3 |
| BA 441 (p. 52) | Entrepreneurship I- New Venture Development | 3 |
| BA 442 (p. 52) | Small Business Management II | 3 |
| BA 443 (p. 52) | Entrepreneurship II: New Venture Management | 3 |
| Entre/SBMgmt Elective | | 3 |
| Total Hour | | 122 |

*** Credit may not be required for degree completion.

# B.S. in Business Administration Concentration in Financial Management

Students in the Financial Management concentration study personal and corporate financial management issues. Topics include personal financial planning, financial statements, financial ratio analysis, capital budgeting, financial forecasting, and cash inventory and receivables management in the first part of the program followed by real options, sensitivity, scenario and break-even analysis, basic issues regarding stocks and bonds, risk/return and cost of capital, capital structure and limits to the use of debt. Students take 5 required courses focusing on national and international perspectives of financial management. Four other electives are taken to

supplement business administration knowledge in a variety of areas with options including: investments, risk management and personal financial planning.

| | | |
|---|---|---|
| **General Education Courses** | | |
| BA 211 (p. 53) | Microeconomics | 3 |
| BA 212 (p. 53) | Macroeconomics | 3 |
| CM 100 (p. 53) | Speech | 3 |
| CM 221 (p. 53) | Professional Communications | 3 |
| EH 123 (p. 53) | Rhetoric and Composition I | 3 |
| EH 124 (p. 53) | Rhetoric and Composition II | 3 |
| EH 200 (p. 53) | Approaches to Literature | 3 |
| HE 111 (p. 53) | The Husson Experience *** | 1 |
| MI 111 (p. 53) | Introduction to Microcomputing | 3 |
| MS 141 (p. 53) | Contemporary College Algebra | 4 |
| MS 132 (p. 53) | Probability and Statistics | 3 |
| PY 111 (p. 53) | General Psychology | 3 |
| Communication Elective | | 3 |
| SC Elective with Lab | | 3 |
| Foreign Culture and Conversation Elective | | 3 |
| Fine Arts Elective | | 3 |
| Open Elective | | 12 |
| Co-curricular activity and/or community service | | |
| **General Business Courses** | | |
| AC 121 (p. 53) | Principles of Accounting I | 3 |
| AC 122 (p. 53) | Principles of Accounting II | 3 |
| AC 211 (p. 53) | Managerial Accounting I | 3 |
| BA 101 (p. 53) | Introduction to Business | 3 |
| BA 201 (p. 53) | Business Law I | 3 |
| BA 202 (p. 53) | Business Law II | 3 |
| BA 302 (p. 53) | Business Ethics | 3 |
| BA 310 (p. 53) | Organization and Management | 3 |
| BA 311 (p. 53) | Human Resource Management | 3 |
| BA 321 (p. 53) | Marketing | 3 |
| BA 362 (p. 53) | Financial Management I | 3 |
| BA 413 (p. 53) | Operations Management | 3 |
| BA 414 (p. 53) | Business Strategy | 3 |
| **Concentration in Financial Management** | | |
| BA 351 (p. 53) | Internship | 3 |
| BA 364 (p. 53) | Financial Management II | 3 |
| BA 401 (p. 53) | Managerial Economics | 3 |
| BA 434 (p. 53) | International Finance | 3 |
| BA 490 (p. 53) | International Business | 3 |
| Please Select Four (4) of the Following: | | 12 |
| BA 204 (p. 53) | Franchise Formation and Management | |
| BA 220 (p. 53) | Real Estate Principles and Practices | |
| BA 271 (p. 53) | Risk Management | |
| BA 344 (p. 53) | Personal Financial Planning | |
| BA 460 (p. 53) | Investments | |
| BA 464 (p. 53) | Bank & Financial Services Management | |
| BA 471 (p. 53) | Life and Health Insurance | |
| BA 472 (p. 53) | Casualty and Property Insurance | |

| | | |
|---|---|---|
| BA 473 (p. 53) | Real Estate Appraisal | |
| Total Hour | | 125 |

*** Credit may not be required for degree completion.

# B.S. Business Administration - Interdisciplinary Program of Study (IPS)

**The Program**

The fundamental program requirement is that each student must complete an approved program of study having no fewer than 123 credit hours of college level work that demonstrates a broad base in business administration, and also demonstrates a significant concentration of study in two or more distinct business concentrations.

It is expected that the approved program of study be filed with the Dean of Business as soon as possible but preferably prior to beginning course work as a third year student (> 60 credit hours). In the event that program approval is sought after beginning the third year's work, an academic program totaling more than 124 credit hours may be required in order to satisfy all requirements.

**Basic Guidelines**

All approved IPS programs leading to the degree of Bachelor's of Business Administration will incorporate the following features, including:

1. All required General Education requirements;

2. All general business courses;

3. Business electives as necessary to support the development of at least two (2) areas of concentration totaling 30 credit hours (including at least 15 hours completed at Husson with a 2.0 grade point average or better among these courses), resulting in a comprehensive program of study totaling not less than 123 credit hours.

The following curriculum should be followed by the advisor and student to ensure that all degree requirements are met.

| | | |
|---|---|---|
| Required Courses | | |
| BA 211 | Microeconomics | 3 |
| BA 212 | Macroeconomics | 3 |
| CM 100 | Speech | 3 |
| CM 221 | Professional Communications | 3 |
| EH 123 | Rhetoric and Composition I | 3 |
| EH 124 | Rhetoric and Composition II | 3 |
| EH 200 | Approaches to Literature | 3 |
| HE 111 | The Husson Experience *** | 1 |
| HY 211 | American National Government | 3 |
| MI 111 | Introduction to Microcomputing | 3 |
| MS 132 | Probability and Statistics | 3 |
| MS 141 | Contemporary College Algebra | 4 |
| MS 232 | Finite Mathematics | 3 |
| PY 111 | General Psychology | 3 |
| Science Elective | | 3 |
| Global Elective | | 3 |
| Foreign Culture & Conversation Elective | | 3 |
| Fine Arts Elective | | 3 |
| Co-curricular activity and/or community service | | |
| General Business Courses | | |
| AC 121 | Principles of Accounting I | 3 |
| AC 211 | Managerial Accounting I | 3 |
| BA 101 | Introduction to Business | 3 |
| BA 201 | Business Law I | 3 |

| | | |
|---|---|---|
| BA 202 | Business Law II | 3 |
| BA 302 | Business Ethics | 3 |
| BA 310 | Organization and Management | 3 |
| BA 311 | Human Resource Management | 3 |
| BA 321 | Marketing | 3 |
| BA 362 | Financial Management I | 3 |
| BA 401 | Managerial Economics | 3 |
| BA 411 | Organizational Behavior | 3 |
| BA 414 | Business Strategy | 3 |
| BA 490 | International Business | 3 |
| AREAS OF CONCENTRATION | | |
| First Concentration (15 credits minimum) | | 15 |
| Second Concentration (15 credits minimum) | | 15 |
| Total Hour | | 125 |

*** Credit may not be required for degree completion.

# B.S. Business Administration Concentration in International Business

Students in the International Business concentration study the international dimensions of managerial decision-making including: world economies, international trade theories, tariffs, quotas and other trade issues, global strategic planning, cross-cultural management, international market entry, international human resource management, international organization strategy, international logistics, import/export operations, currency exchange, international financial management. Current developments in global economics, finance, marketing and exporting-importing are emphasized.

As part of a capstone experience, students participate in a computerized simulation which provides experiential learning incorporating all areas of international business and business administration studies.

| | | |
|---|---|---|
| **General Education Courses** | | |
| BA 211 (p. 56) | Microeconomics | 3 |
| BA 212 (p. 56) | Macroeconomics | 3 |
| CM 100 (p. 56) | Speech | 3 |
| CM 221 (p. 56) | Professional Communications | 3 |
| EH 123 (p. 56) | Rhetoric and Composition I | 3 |
| EH 124 (p. 56) | Rhetoric and Composition II | 3 |
| EH 200 (p. 56) | Approaches to Literature | 3 |
| HE 111 (p. 56) | The Husson Experience *** | 1 |
| HY 211 (p. 56) | American National Government | 3 |
| MI 111 (p. 56) | Introduction to Microcomputing | 3 |
| MS 141 (p. 56) | Contemporary College Algebra | 4 |
| MS 232 (p. 56) | Finite Mathematics | 3 |
| MS 132 (p. 56) | Probability and Statistics | 3 |
| PY 111 (p. 56) | General Psychology | 3 |
| SY 222 (p. 56) | Cultural Anthropology | 3 |
| SC Science Elective with Lab | | 3 |
| Foreign Culture and Conversation Electives | | 6 |
| Fine or Performing Arts | | 3 |
| Co-curricular activity and/or community service | | |
| **General Business Courses** | | |
| AC 121 (p. 56) | Principles of Accounting I | 3 |
| AC 211 (p. 56) | Managerial Accounting I | 3 |
| BA 101 (p. 56) | Introduction to Business | 3 |
| BA 111 (p. 56) | Economic Geography | 3 |
| BA 201 (p. 56) | Business Law I | 3 |

| | | |
|---|---|---|
| BA 202 (p. 56) | Business Law II | 3 |
| BA 302 (p. 56) | Business Ethics | 3 |
| BA 310 (p. 56) | Organization and Management | 3 |
| BA 311 (p. 56) | Human Resource Management | 3 |
| BA 321 (p. 56) | Marketing | 3 |
| BA 362 (p. 56) | Financial Management I | 3 |
| BA 401 (p. 56) | Managerial Economics | 3 |
| BA 414 (p. 56) | Business Strategy | 3 |
| Business Related Electives | | 15 |
| **Concentration in International Business** | | |
| BA 351 (p. 56) | Internship | 3 |
| BA 434 (p. 56) | International Finance | 3 |
| BA 437 (p. 56) | International Marketing | 3 |
| BA 438 (p. 56) | Export-Import Procedures | 3 |
| BA 490 (p. 56) | International Business | 3 |
| Total Hour | | 125 |

*** Credit may not be required for degree completion.

# B.S. Business Administration Concentration in Management

Students in the Management concentration study organization systems and methods of management for staff, supervisors and administrators. These management theories apply to corporations, small businesses, and non-profit organizations. Students take courses that cover strategic decision making, policy, organizational theory and behavior, marketing, human resource management, sales and operations.

| | | |
|---|---|---|
| **General Education Courses** | | |
| BA 211 (p. 57) | Microeconomics | 3 |
| BA 212 (p. 57) | Macroeconomics | 3 |
| CM 100 (p. 57) | Speech | 3 |
| CM 221 (p. 57) | Professional Communications | 3 |
| EH 123 (p. 57) | Rhetoric and Composition I | 3 |
| EH 124 (p. 57) | Rhetoric and Composition II | 3 |
| EH 200 (p. 57) | Approaches to Literature | 3 |
| HE 111 (p. 57) | The Husson Experience *** | 1 |
| HY 211 (p. 57) | American National Government | 3 |
| MI 111 (p. 57) | Introduction to Microcomputing | 3 |
| MS 141 (p. 57) | Contemporary College Algebra | 4 |
| Please choose one of the following: | | 3 |
| MS 132 (p. 57) | Probability and Statistics | |
| MS 232 (p. 57) | Finite Mathematics | |
| PY 111 (p. 57) | General Psychology | 3 |
| Fine Arts Elective | | 3 |
| Foreign Culture & Conversation Elective | | 3 |
| SC Lab Science Elective | | 3 |
| Open Elective | | 12 |
| Co-curricular activity and/or community service | | |
| **General Business Courses** | | |
| AC 121 (p. 57) | Principles of Accounting I | 3 |
| AC 122 (p. 57) | Principles of Accounting II | 3 |
| AC 211 (p. 57) | Managerial Accounting I | 3 |
| BA 101 (p. 57) | Introduction to Business | 3 |
| BA 201 (p. 57) | Business Law I | 3 |
| BA 202 (p. 57) | Business Law II | 3 |

| | | |
|---|---|---|
| BA 302 (p. 57) | Business Ethics | 3 |
| BA 310 (p. 57) | Organization and Management | 3 |
| BA 311 (p. 57) | Human Resource Management | 3 |
| BA 321 (p. 57) | Marketing | 3 |
| BA 362 (p. 57) | Financial Management I | 3 |
| Business Related Elective | | 3 |
| **Concentration in Management** | | |
| BA 351 (p. 57) | Internship | 3 |
| BA 401 (p. 57) | Managerial Economics | 3 |
| BA 411 (p. 57) | Organizational Behavior | 3 |
| BA 413 (p. 57) | Operations Management | 3 |
| BA 414 (p. 57) | Business Strategy | 3 |
| BA 422 (p. 57) | Sales and Sales Management | 3 |
| BA 425 (p. 57) | Marketing Management | 3 |
| BA 464 (p. 57) | Bank & Financial Services Management | 3 |
| BA 490 (p. 57) | International Business | 3 |
| BA Business Elective | | 3 |
| Total Hour | | 125 |

*** Credit may not be required for degree completion.

# B.S. Business Administration Concentration in Marketing

Students in the Marketing concentration study the components of marketing structure and the modern concepts of marketing. Marketing involves understanding the development of new products or enhancement of existing products, the price of products, communication and distribution of the products. Additionally, the legal environment, segmentation, the international market, consumer behavior, research, retailing and advertising are studied.

| | | |
|---|---|---|
| **General Education Courses** | | |
| BA 211 (p. 58) | Microeconomics | 3 |
| BA 212 (p. 58) | Macroeconomics | 3 |
| CM 100 (p. 58) | Speech | 3 |
| CM 221 (p. 58) | Professional Communications | 3 |
| EH 123 (p. 58) | Rhetoric and Composition I | 3 |
| EH 124 (p. 58) | Rhetoric and Composition II | 3 |
| EH 200 (p. 58) | Approaches to Literature | 3 |
| HE 111 (p. 58) | The Husson Experience *** | 1 |
| HY 211 (p. 58) | American National Government | 3 |
| MI 111 (p. 58) | Introduction to Microcomputing | 3 |
| MS 132 (p. 58) | Probability and Statistics | 3 |
| MS 141 (p. 58) | Contemporary College Algebra | 4 |
| MS 232 (p. 58) | Finite Mathematics | 3 |
| PY 111 (p. 58) | General Psychology | 3 |
| SC Science Elective with Lab | | 3 |
| Foreign Culture and Conversation Requirement | | 3 |
| Open Electives | | 6 |
| Fine or Performing Arts | | 3 |
| Co-curricular activity and/or community service | | |
| **General Business Courses** | | |
| AC 121 (p. 58) | Principles of Accounting I | 3 |
| AC 211 (p. 58) | Managerial Accounting I | 3 |
| BA 101 (p. 58) | Introduction to Business | 3 |
| BA 201 (p. 58) | Business Law I | 3 |
| BA 202 (p. 58) | Business Law II | 3 |

| | | |
|---|---|---|
| BA 302 (p. 58) | Business Ethics | 3 |
| BA 310 (p. 58) | Organization and Management | 3 |
| BA 311 (p. 58) | Human Resource Management | 3 |
| BA 321 (p. 58) | Marketing | 3 |
| BA 362 (p. 58) | Financial Management I | 3 |
| BA 401 (p. 58) | Managerial Economics | 3 |
| BA 414 (p. 58) | Business Strategy | 3 |
| **Concentration in Marketing** | | |
| BA 271 (p. 58) | Risk Management | 3 |
| BA 351 (p. 58) | Internship | 3 |
| BA 375 (p. 58) | Supply Chain Management | 3 |
| BA 421 (p. 58) | Advertising | 3 |
| BA 422 (p. 58) | Sales and Sales Management | 3 |
| BA 423 (p. 58) | Retail Management | 3 |
| BA 424 (p. 58) | Marketing Research | 3 |
| BA 425 (p. 58) | Marketing Management | 3 |
| BA 437 (p. 58) | International Marketing | 3 |
| BA 475 (p. 58) | E-Business and E-Commerce for Managers | 3 |
| BA 490 (p. 58) | International Business | 3 |
| Total Hour | | 125 |

*** Credit may not be required for degree completion.

# B.S. Business Administration - Retail Management

Students in this concentration prepare for careers in retail management—a vibrant segment of the local economy that cannot readily be outsourced internationally. The program provides the student with a comprehensive view of retailing, an analysis of the retail environment, store management, retailing strategy, merchandising and exposure to issues and developments in the industry. Additionally, supply chain management, human resource management, financial reporting, marketing and operations are studied. Retailing is ever changing to meet consumer demand. Students successfully completing this concentration will be prepared to identify, adapt, and plan in response to these changes.

| | | |
|---|---|---|
| General Education Courses | | |
| BA 211 (p. 59) | Microeconomics | 3 |
| BA 212 (p. 59) | Macroeconomics | 3 |
| EH 123 (p. 59) | Rhetoric and Composition I | 3 |
| EH 124 (p. 59) | Rhetoric and Composition II | 3 |
| EH 200 (p. 59) | Approaches to Literature | 3 |
| CM 100 (p. 59) | Speech | 3 |
| CM 221 (p. 59) | Professional Communications | 3 |
| HE 111 (p. 59) | The Husson Experience *** | 1 |
| HY 211 (p. 59) | American National Government | 3 |
| MI 111 (p. 59) | Introduction to Microcomputing | 3 |
| MS 141 (p. 59) | Contemporary College Algebra | 4 |
| MS 232 (p. 59) | Finite Mathematics | 3 |
| MS 132 (p. 59) | Probability and Statistics | 3 |
| PY 111 (p. 59) | General Psychology | 3 |
| SC Science Elective with Lab | | 3 |
| Foreign Culture & Conversation Elective | | 3 |
| Fine Arts Elective | | 3 |
| Open Elective | | 6 |
| Co-curricular activity and/or community service | | |
| General Business Courses | | |
| AC 121 (p. 59) | Principles of Accounting I | 3 |

| | | |
|---|---|---|
| AC 211 (p. 59) | Managerial Accounting I | 3 |
| BA 101 (p. 59) | Introduction to Business | 3 |
| BA 201 (p. 59) | Business Law I | 3 |
| BA 202 (p. 59) | Business Law II | 3 |
| BA 271 (p. 59) | Risk Management | 3 |
| BA 302 (p. 59) | Business Ethics | 3 |
| BA 310 (p. 59) | Organization and Management | 3 |
| BA 311 (p. 59) | Human Resource Management | 3 |
| BA 321 (p. 59) | Marketing | 3 |
| BA 362 (p. 59) | Financial Management I | 3 |
| BA 401 (p. 59) | Managerial Economics | 3 |
| BA 414 (p. 59) | Business Strategy | 3 |
| Concentration in Retail Management | | |
| BA 351 (p. 59) | Internship | 3 |
| BA 375 (p. 59) | Supply Chain Management | 3 |
| BA 421 (p. 59) | Advertising | 3 |
| BA 422 (p. 59) | Sales and Sales Management | 3 |
| BA 423 (p. 59) | Retail Management | 3 |
| BA 424 (p. 59) | Marketing Research | 3 |
| BA 425 (p. 59) | Marketing Management | 3 |
| BA 475 (p. 59) | E-Business and E-Commerce for Managers | 3 |
| BA 490 (p. 59) | International Business | 3 |
| MI 421 (p. 59) | Project Management Techniques | 3 |
| Total Hour | | 125 |

*** Credit may not be required for degree completion.

# B.S. Business Admininstration/NESCom 2+2

This program is for those students who possess an A.S. in Communications from the New England School of Communications.

## Requirements for Major

A student must complete those courses listed below in addition to the Associate of Science degree program at NESCom. If successfully completed at NESCom, the following courses do not have to be repeated in the Husson program of study:

- Ac 121, Ba 201, Ba 310, Ba 321, and Mi 111.

| | | |
|---|---|---|
| AC 121 (p. 60) | Principles of Accounting I * | 3 |
| AC 211 (p. 60) | Managerial Accounting I | 3 |
| BA 201 (p. 60) | Business Law I * | 3 |
| BA 211 (p. 60) | Microeconomics | 3 |
| BA 212 (p. 60) | Macroeconomics | 3 |
| BA 310 (p. 60) | Organization and Management * | 3 |
| BA 311 (p. 60) | Human Resource Management | 3 |
| BA 321 (p. 60) | Marketing * | 3 |
| BA 362 (p. 60) | Financial Management I | 3 |
| BA 401 (p. 60) | Managerial Economics | 3 |
| BA 411 (p. 60) | Organizational Behavior | 3 |
| BA 414 (p. 60) | Business Strategy | 3 |
| BA 422 (p. 60) | Sales and Sales Management | 3 |
| CM 221 (p. 60) | Professional Communications | 3 |
| CM 323 (p. 60) | Advanced Professional Communications | 3 |
| MI 111 (p. 60) | Introduction to Microcomputing * | 3 |

| | | |
|---|---|---|
| MS 141 (p. 60) | Contemporary College Algebra * | 4 |
| MS 232 (p. 60) | Finite Mathematics | 3 |
| MS 132 (p. 60) | Probability and Statistics | 3 |
| Business Related Elective | | 3 |
| Other | | |
| BA 421 (p. 60) | Advertising | 3 |
| Business Related Elective | | 6 |
| Open Elective | | 6 |
| Total Hour | | 76 |

* If courses equivalent to those marked have been successfully completed at NESCOM, they do not have to be included in the Husson program.

# B.S. Business Administration/M.B.A.

The dual B.S. in Business Administration / M.B.A. degree program affords students the opportunity to earn both degrees in five years as opposed to the six years it would take to pursue the degrees separately. Students have the opportunity to choose from specific areas of interest for an added concentration in their B.S. degree.

## Requirements for Major

Students are expected to maintain a GPA of 3.0 in their undergraduate and graduate classes to remain in this program.

Please select from the particular programs for more detailed information.

# B.S. Business Administration - Financial Management/M.B.A.

Students in the Financial Management concentration study personal and corporate financial management issues. Topics include personal financial planning, financial statements, financial ratio analysis, capital budgeting, financial forecasting, and cash inventory and receivables management in the first part of the program followed by real options, sensitivity, scenario and break-even analysis, basic issues regarding stocks and bonds, risk/return and cost of capital, capital structure and limits to the use of debt. Students take 5 required courses focusing on national and international perspectives of financial management. Four other electives are taken to supplement business administration knowledge in a variety of areas with options including: investments, risk management and personal financial planning. Additionally, students in this dual B.S./MBA program may earn both degrees in as few as 5 years.

| | | |
|---|---|---|
| **General Education Courses** | | |
| BA 211 (p. 61) | Microeconomics | 3 |
| BA 212 (p. 61) | Macroeconomics | 3 |
| EH 123 (p. 61) | Rhetoric and Composition I | 3 |
| EH 124 (p. 61) | Rhetoric and Composition II | 3 |
| EH 200 (p. 61) | Approaches to Literature | 3 |
| CM 100 (p. 61) | Speech | 3 |
| CM 221 (p. 61) | Professional Communications | 3 |
| HE 111 (p. 61) | The Husson Experience *** | 1 |
| MI 111 (p. 61) | Introduction to Microcomputing | 3 |
| MS 132 (p. 61) | Probability and Statistics | 3 |
| MS 141 (p. 61) | Contemporary College Algebra | 4 |
| PY 111 (p. 61) | General Psychology | 3 |
| SC Elective with Lab | | 3 |
| Communications Elective | | 3 |
| Foreign Culture and Conversation Elective | | 3 |
| Fine Arts Elective | | 3 |
| Open Elective | | 12 |
| Co-curricular activity and/or community service | | |
| **General Business Courses** | | |
| AC 121 (p. 61) | Principles of Accounting I | 3 |

| | | |
|---|---|---|
| AC 122 (p. 61) | Principles of Accounting II | 3 |
| AC 211 (p. 61) | Managerial Accounting I | 3 |
| BA 101 (p. 61) | Introduction to Business | 3 |
| BA 201 (p. 61) | Business Law I | 3 |
| BA 202 (p. 61) | Business Law II | 3 |
| BA 302 (p. 61) | Business Ethics | 3 |
| BA 310 (p. 61) | Organization and Management | 3 |
| BA 311 (p. 61) | Human Resource Management | 3 |
| BA 321 (p. 61) | Marketing | 3 |
| BA 362 (p. 61) | Financial Management I | 3 |
| BA 413 (p. 61) | Operations Management | 3 |
| BA 414 (p. 61) | Business Strategy | 3 |
| **Concentration in Financial Management** | | |
| BA 351 (p. 61) | Internship | 3 |
| BA 364 (p. 61) | Financial Management II | 3 |
| BA 401 (p. 61) | Managerial Economics | 3 |
| BA 434 (p. 61) | International Finance | 3 |
| BA 490 (p. 61) | International Business | 3 |
| Please Select Four (4) of the Following: | | 12 |
| BA 204 (p. 61) | Franchise Formation and Management | |
| BA 220 (p. 61) | Real Estate Principles and Practices | |
| BA 271 (p. 61) | Risk Management | |
| BA 344 (p. 61) | Personal Financial Planning | |
| BA 460 (p. 61) | Investments | |
| BA 464 (p. 61) | Bank & Financial Services Management | |
| BA 471 (p. 61) | Life and Health Insurance | |
| BA 472 (p. 61) | Casualty and Property Insurance | |
| BA 473 (p. 61) | Real Estate Appraisal | |
| **Graduate Business Courses** | | |
| BA 600 (p. 61) | Research Methods in Business and Education | 3 |
| BA 605 (p. 61) | Management Communications | 3 |
| BA 625 (p. 61) | Global Strategic Management | 3 |
| BA 642 (p. 61) | Leadership in Business and Professions | 3 |
| BA 643 (p. 61) | Strategic Change Management | 3 |
| Choose one of the following: | | 3 |
| BA 621 (p. 61) | Marketing Management | |
| BA 622 (p. 61) | Production Management | |
| GR Graduate Business Electives * | | 12 |
| Total Hour | | 155 |

* Excludes BA 620/BA 602 and students who take BA 460 may not take BA 627.

*** Credit may not be required for degree completion.

# B.S. Business Administration - Interdisciplinary Program of Study (IPS)/M.B.A.

**The Program**

The fundamental program requirement is that each student must complete an approved program of study having no fewer than 153 credit hours of college level work that demonstrates a broad base in business administration, and also demonstrates a significant concentration of study in two or more distinct business concentrations.

It is expected that the approved program of study be filed with the Dean of Business as soon as possible but preferably prior to beginning course work as a third year student (> 60 credit hours). In the event that program approval is sought after beginning the third year's work, an academic program totaling more than 153 credit hours may be required in order to satisfy all requirements.

**Basic Guidelines**

All approved IPS programs leading to the degree of Bachelor's of Business Administration will incorporate the following features, including:

1. All required General Education requirements;

2. All general business courses;

3. Business electives as necessary to support the development of at least two (2) areas of concentration totaling 30 credit hours (including at least 15 hours completed at Husson with a 2.0 grade point average or better among these courses), resulting in a comprehensive program of study totaling not less than 124 credit hours;

4. 30 credit hours of graduate business courses.

The following curriculum should be followed by the advisor and student to ensure that all degree requirements are met.

| | | |
|---|---|---|
| **Required Courses** | | |
| BA 211 | Microeconomics | 3 |
| BA 212 | Macroeconomics | 3 |
| CM 100 | Speech | 3 |
| CM 221 | Professional Communications | 3 |
| EH 123 | Rhetoric and Composition I | 3 |
| EH 124 | Rhetoric and Composition II | 3 |
| EH 200 | Approaches to Literature | 3 |
| HE 111 | The Husson Experience *** | 1 |
| HY 211 | American National Government | 3 |
| MI 111 | Introduction to Microcomputing | 3 |
| MS 132 | Probability and Statistics | 3 |
| MS 141 | Contemporary College Algebra | 4 |
| MS 232 | Finite Mathematics | 3 |
| PY 111 | General Psychology | 3 |
| Science Elective | | 3 |
| Global Elective | | 3 |
| Foreign Culture & Conversation Elective | | 3 |
| Fine Arts Elective | | 3 |
| Co-curricular activity and/or community service | | |
| **General Business Courses** | | |
| AC 121 | Principles of Accounting I | 3 |
| AC 211 | Managerial Accounting I | 3 |
| BA 101 | Introduction to Business | 3 |
| BA 201 | Business Law I | 3 |
| BA 202 | Business Law II | 3 |
| BA 302 | Business Ethics | 3 |
| BA 310 | Organization and Management | 3 |
| BA 311 | Human Resource Management | 3 |
| BA 321 | Marketing | 3 |
| BA 362 | Financial Management I | 3 |
| BA 401 | Managerial Economics | 3 |
| BA 411 | Organizational Behavior | 3 |
| BA 414 | Business Strategy | 3 |
| BA 490 | International Business | 3 |
| **AREAS OF CONCENTRATION** | | |

| | |
|---|---|
| First Concentration (15 credits minimum) | 15 |
| Second Concentration (15 credits minimum) | 15 |
| Graduate Business Courses (30 credits minimum) | 30 |
| Total Hour | 155 |

*** Credit may not be required for degree completion.

# B.S. Business Administration - International Business/M.B.A.

Students in the International Business concentration study the international dimensions of managerial decision-making including: world economies, international trade theories, tariffs, quotas and other trade issues, global strategic planning, cross-cultural management, international market entry, international human resource management, international organization strategy, international logistics, import/export operations, currency exchange, international financial management. Current developments in global economics, finance, marketing and exporting-importing are emphasized. Students participate in a computerized simulation which provides experiential learning incorporating all areas of international business and business administration studies. In this dual B.S./MBA program, students will be able to earn both degrees in as few as 5 years.

| | | |
|---|---|---|
| **General Education Courses** | | |
| BA 211 (p. 64) | Microeconomics | 3 |
| BA 212 (p. 64) | Macroeconomics | 3 |
| CM 100 (p. 64) | Speech | 3 |
| CM 221 (p. 64) | Professional Communications | 3 |
| EH 123 (p. 64) | Rhetoric and Composition I | 3 |
| EH 124 (p. 64) | Rhetoric and Composition II | 3 |
| EH 200 (p. 64) | Approaches to Literature | 3 |
| HE 111 (p. 64) | The Husson Experience *** | 1 |
| HY 211 (p. 64) | American National Government | 3 |
| MI 111 (p. 64) | Introduction to Microcomputing | 3 |
| MS 132 (p. 64) | Probability and Statistics | 3 |
| MS 141 (p. 64) | Contemporary College Algebra | 4 |
| MS 232 (p. 64) | Finite Mathematics | 3 |
| PY 111 (p. 64) | General Psychology | 3 |
| SY 222 (p. 64) | Cultural Anthropology | 3 |
| Fine or Performing Arts | | 3 |
| Foreign Culture & Conversation Elective | | 6 |
| SC Science Elective with Lab | | 3 |
| Co-curricular activity and/or community service | | |
| **General Business Courses** | | |
| AC 121 (p. 64) | Principles of Accounting I | 3 |
| AC 211 (p. 64) | Managerial Accounting I | 3 |
| BA 101 (p. 64) | Introduction to Business | 3 |
| BA 111 (p. 64) | Economic Geography | 3 |
| BA 201 (p. 64) | Business Law I | 3 |
| BA 202 (p. 64) | Business Law II | 3 |
| BA 302 (p. 64) | Business Ethics | 3 |
| BA 310 (p. 64) | Organization and Management | 3 |
| BA 311 (p. 64) | Human Resource Management | 3 |
| BA 321 (p. 64) | Marketing | 3 |
| BA 362 (p. 64) | Financial Management I | 3 |
| BA 401 (p. 64) | Managerial Economics | 3 |
| BA 414 (p. 64) | Business Strategy | 3 |
| Business-Related Elective | | 15 |
| **Concentration in International Business** | | |
| BA 351 (p. 64) | Internship | 3 |

| | | |
|---|---|---|
| BA 434 (p. 64) | International Finance | 3 |
| BA 437 (p. 64) | International Marketing | 3 |
| BA 438 (p. 64) | Export-Import Procedures | 3 |
| BA 490 (p. 64) | International Business | 3 |
| **Graduate Business Courses** | | |
| BA 600 (p. 64) | Research Methods in Business and Education | 3 |
| BA 605 (p. 64) | Management Communications | 3 |
| BA 621 (p. 64) | Marketing Management | 3 |
| BA 625 (p. 64) | Global Strategic Management | 3 |
| BA 642 (p. 64) | Leadership in Business and Professions | 3 |
| BA 643 (p. 64) | Strategic Change Management | 3 |
| Graduate Business Electives | | 12 |
| Total Hour | | 155 |

*** Credit may not be required for degree completion.

# B.S. Business Administration - Management/MBA

Students in the Management concentration study organization systems and methods of management for staff, supervisors and administrators. These management theories apply to corporations, small businesses, and non-profit organizations. Students take courses that cover strategic decision making, policy, organizational theory and behavior, marketing, human resource management, sales and operations. Additionally, students in this dual B.S./MBA program will be able to earn both degrees in as few as 5 years.

| | | |
|---|---|---|
| **General Education Courses** | | |
| BA 211 (p. 65) | Microeconomics | 3 |
| BA 212 (p. 65) | Macroeconomics | 3 |
| CM 100 (p. 65) | Speech | 3 |
| CM 221 (p. 65) | Professional Communications | 3 |
| EH 123 (p. 65) | Rhetoric and Composition I | 3 |
| EH 124 (p. 65) | Rhetoric and Composition II | 3 |
| EH 200 (p. 65) | Approaches to Literature | 3 |
| HE 111 (p. 65) | The Husson Experience *** | 1 |
| MI 111 (p. 65) | Introduction to Microcomputing | 3 |
| MS 141 (p. 65) | Contemporary College Algebra | 4 |
| Please select one of the following: | | 3 |
| MS 132 (p. 65) | Probability and Statistics | |
| MS 232 (p. 65) | Finite Mathematics | |
| PY 111 (p. 65) | General Psychology | 3 |
| Fine Arts Elective | | 3 |
| Foreign Culture & Conversation Elective | | 3 |
| SC Lab Science Elective | | 3 |
| Open Elective | | 15 |
| Co-curricular activity and/or community service | | |
| **General Business Courses** | | |
| AC 121 (p. 65) | Principles of Accounting I | 3 |
| AC 122 (p. 65) | Principles of Accounting II | 3 |
| AC 211 (p. 65) | Managerial Accounting I | 3 |
| BA 101 (p. 65) | Introduction to Business | 3 |
| BA 201 (p. 65) | Business Law I | 3 |
| BA 202 (p. 65) | Business Law II | 3 |
| BA 302 (p. 65) | Business Ethics | 3 |
| BA 310 (p. 65) | Organization and Management | 3 |
| BA 311 (p. 65) | Human Resource Management | 3 |
| BA 321 (p. 65) | Marketing | 3 |

| | | |
|---|---|---|
| BA 362 (p. 65) | Financial Management I | 3 |
| BA 401 (p. 65) | Managerial Economics | 3 |
| BA 414 (p. 65) | Business Strategy | 3 |
| MI Elective | | 3 |
| **Concentration in Management** | | |
| BA 351 (p. 65) | Internship | 3 |
| BA 411 (p. 65) | Organizational Behavior | 3 |
| BA 413 (p. 65) | Operations Management | 3 |
| BA 422 (p. 65) | Sales and Sales Management | 3 |
| BA 425 (p. 65) | Marketing Management | 3 |
| BA 464 (p. 65) | Bank & Financial Services Management | 3 |
| BA 490 (p. 65) | International Business | 3 |
| **Graduate Business Courses** | | |
| BA 600 (p. 65) | Research Methods in Business and Education | 3 |
| BA 605 (p. 65) | Management Communications | 3 |
| BA 625 (p. 65) | Global Strategic Management | 3 |
| BA 626 (p. 65) | Accounting in Planning, Budgeting and Control | 3 |
| BA 642 (p. 65) | Leadership in Business and Professions | 3 |
| BA 643 (p. 65) | Strategic Change Management | 3 |
| BA Graduate Business Elective | | 12 |
| Total Hour | | 152 |

*** Credit may not be required for degree completion.

# B.S. Business Administration - Marketing/MBA

Students in the Marketing concentration study the components of marketing structure and the modern concepts of marketing. Marketing involves understanding the development of new products or enhancement of existing products, the price of products, communication and distribution of the products. Additionally, the legal environment, segmentation, the international market, consumer behavior, research, retailing and advertising are studied. Additionally, students in this dual B.S./MBA program may earn both degrees in as few as 5 years.

| | | |
|---|---|---|
| **General Education Courses** | | |
| BA 211 (p. 66) | Microeconomics | 3 |
| BA 212 (p. 66) | Macroeconomics | 3 |
| CM 100 (p. 66) | Speech | 3 |
| CM 221 (p. 66) | Professional Communications | 3 |
| EH 123 (p. 66) | Rhetoric and Composition I | 3 |
| EH 124 (p. 66) | Rhetoric and Composition II | 3 |
| EH 200 (p. 66) | Approaches to Literature | 3 |
| HE 111 (p. 66) | The Husson Experience *** | 1 |
| HY 211 (p. 66) | American National Government | 3 |
| MI 111 (p. 66) | Introduction to Microcomputing | 3 |
| MS 132 (p. 66) | Probability and Statistics | 3 |
| MS 141 (p. 66) | Contemporary College Algebra | 4 |
| MS 232 (p. 66) | Finite Mathematics | 3 |
| PY 111 (p. 66) | General Psychology | 3 |
| SC Science Elective with Lab | | 3 |
| Foreign Culture and Conversation Elective | | 3 |
| Fine or Performing Arts | | 3 |
| Open Electives | | 6 |
| Co-curricular activity and/or community service | | |
| **General Business Courses** | | |
| AC 121 (p. 66) | Principles of Accounting I | 3 |

| | | |
|---|---|---|
| AC 211 (p. 66) | Managerial Accounting I | 3 |
| BA 101 (p. 66) | Introduction to Business | 3 |
| BA 201 (p. 66) | Business Law I | 3 |
| BA 202 (p. 66) | Business Law II | 3 |
| BA 302 (p. 66) | Business Ethics | 3 |
| BA 310 (p. 66) | Organization and Management | 3 |
| BA 311 (p. 66) | Human Resource Management | 3 |
| BA 321 (p. 66) | Marketing | 3 |
| BA 362 (p. 66) | Financial Management I | 3 |
| BA 401 (p. 66) | Managerial Economics | 3 |
| BA 414 (p. 66) | Business Strategy | 3 |
| **Concentration in Marketing** | | |
| BA 271 (p. 66) | Risk Management | 3 |
| BA 351 (p. 66) | Internship | 3 |
| BA 375 (p. 66) | Supply Chain Management | 3 |
| BA 421 (p. 66) | Advertising | 3 |
| BA 422 (p. 66) | Sales and Sales Management | 3 |
| BA 423 (p. 66) | Retail Management | 3 |
| BA 424 (p. 66) | Marketing Research | 3 |
| BA 425 (p. 66) | Marketing Management | 3 |
| BA 437 (p. 66) | International Marketing | 3 |
| BA 475 (p. 66) | E-Business and E-Commerce for Managers | 3 |
| BA 490 (p. 66) | International Business | 3 |
| **Graduate Business Courses** | | |
| BA 600 (p. 66) | Research Methods in Business and Education | 3 |
| BA 605 (p. 66) | Management Communications | 3 |
| BA 622 (p. 66) | Production Management | 3 |
| BA 625 (p. 66) | Global Strategic Management | 3 |
| BA 642 (p. 66) | Leadership in Business and Professions | 3 |
| BA 643 (p. 66) | Strategic Change Management | 3 |
| BA | Graduate Business Electives | 12 |
| Total Hour | | 155 |

*** Credit may not be required for degree completion.

# A.S. Business Administration

The A.S. Business Administration is a two-year program. This two year program transfers seamlessly into B.S. in Business Administration at Husson if you so choose.

## Requirements for Major

The program requires a minimum of 61 credit hours of college-level work that demonstrates a broad base of knowledge in Business Administration and general education courses.

| | | |
|---|---|---|
| **General Education Courses** | | |
| BA 211 | Microeconomics | 3 |
| BA 212 | Macroeconomics | 3 |
| CM 100 | Speech | 3 |
| CM 221 | Professional Communications | 3 |
| EH 123 | Rhetoric and Composition I | 3 |
| EH 124 | Rhetoric and Composition II | 3 |
| HE 111 | The Husson Experience *** | 1 |
| MI 111 | Introduction to Microcomputing | 3 |

| | | |
|---|---|---|
| MS 141 | Contemporary College Algebra | 4 |
| MS 132 | Probability and Statistics | 3 |
| or MS 232 | Finite Mathematics | |
| PY 111 | General Psychology | 3 |
| **Business Courses** | | |
| AC 121 | Principles of Accounting I | 3 |
| AC 211 | Managerial Accounting | 3 |
| BA 101 | Introduction to Business | 3 |
| BA 201 | Business Law I | 3 |
| BA 202 | Business Law II | 3 |
| BA 310 | Organization and Management | 3 |
| BA 311 | Human Resource Management | 3 |
| BA 321 | Marketing Principles | 3 |
| BA 351 | Internship | 3 |
| Open Elective | | 3 |
| Total Hour | | 62 |

*** Credit may not be required for degree completion.

# A.S. Business Studies

The program in Business Studies is a two-year program which results in an A.S. degree. The program requires a minimum of 60 credit hours of college-level work that demonstrates a broad base and also provides a significant concentration of study in one area within the College of Business.

Business Studies majors must develop a Career Statement and Plan of Study no later than the end of the first semester in the program. The Plan of Study must be approved by the Advisor and by the Dean of the College; the Dean and the Advisor must also approve changes in an approved Plan of Study.

## Requirements for Major

All Business Studies majors must earn an overall 2.0 cumulative grade-point average as well as a 2.0 in their College of Business courses. Transfer students must complete a minimum of 30 credits houars at Husson University with a minimum of 15 credit hours of coursework in the College of Business at Husson.

Program Requirements

| | | |
|---|---|---|
| **Business Studies Courses** | | |
| AC 121 | Principles of Accounting I | 3 |
| BA 101 | Introduction to Business | 3 |
| BA 201 | Business Law I | 3 |
| BA 211 | Microeconomics | 3 |
| BA 302 | Business Ethics | 3 |
| BA 310 | Organization and Management | 3 |
| BA 351 | Internship | 3 |
| EH 123 | Rhetoric and Composition I | 3 |
| EH 124 | Rhetoric and Composition II | 3 |
| HE 111 | The Husson Experience *** | 1 |
| MS 141 | Contemporary College Algebra | 4 |
| Business Elective | | 9 |
| Communication Elective | | 3 |
| MI Elective | | 3 |
| HY Elective | | 3 |
| Science Elective | | 3 |
| Social Science Elective | | 3 |

| | |
|---|---|
| Open Elective | 6 |
| Total Hour | 62 |

*** Credit may not be required for degree completion.

# Business Administration Certificate

This program will offer exchange students an opportunity to take upper level business courses to receive exposure to a variety of American and International business practices, policies and laws. Individualized evaluation of transcripts to determine applicability is required.

| Required Courses | | |
|---|---|---|
| AC 211 (p. 69) | Managerial Accounting I | 3 |
| BA 302 (p. 69) | Business Ethics | 3 |
| BA 414 (p. 69) | Business Strategy | 3 |
| Choose one of the following: | | 3 |
| BA 434 (p. 69) | International Finance | |
| BA 437 (p. 69) | International Marketing | |
| CM 221 (p. 69) | Professional Communications | 3 |
| Total Hour | | 15 |

# Business and Professional Studies

The undergraduate Business and Technology major, leading to a B.S. degree, is designed for students who have attended a Community College and concentrated on an area other than business. Various technology degrees, such as in automotive, building or welding can be evaluated for transfer credits into this program of study to allow for students to expand their knowledge for opening a business or working in their field of choice that has interaction with the business world.

In implementing this program the University has developed a specific articulation agreement with each institution. Where such an agreement does not exist, each student transcript will be evaluated individually to compensate for variations in academic programs. The curriculum objective is to ensure that every student has a minimum of 42 credits in general studies, a good foundation in business, and some depth of study in two or more business disciplines.

## Requirements for Major

All Business and Technology majors must earn an overall 2.0 cumulative grade-point average as well as a 2.0 in their Ba prefix courses. Transfer students must complete a minimum of 15 credit hours in Ba courses at Husson.

**Program Prerequisites - 3 credits each**

_____Algebra (or higher level) _____Tech/Professional Elective

_____Composition _____Tech/Professional Elective

_____History Elective _____Tech/Professional Elective

_____Intro to Microcomputing _____Tech/Professional Elective

_____Professional Communications _____Tech/Professional Elective

_____Psychology Elective _____Tech/Professional Elective

_____Science Elective _____Tech/Professional Elective

_____Speech or Composition II _____Tech/Professional Elective

_____Communications Elective _____Tech/Professional Elective

_____Communications Elective _____Tech/Professional Elective

## B.S. in Business and Professional Studies (Husson Courses)

| | | |
|---|---|---|
| **General Education Courses** | | |
| BA 211 | Microeconomics | 3 |
| BA 212 | Macroeconomics | 3 |
| EH 200 | Approaches to Literature | 3 |
| Select one of the following | | 3 |
| MS 132 | Probability and Statistics | |
| MS 232 | Finite Mathematics | |
| Foreign Culture and Conversation | | 3 |
| Co-curricular activity and/or community service | | |
| Fine Arts Elective | | |
| **Business Courses** | | |
| AC 121 | Principles of Accounting I | 3 |
| AC 211 | Managerial Accounting I | 3 |
| BA 201 | Business Law I | 3 |
| BA 202 | Business Law II | 3 |
| Select one of the following: | | 3 |
| BA 302 | Business Ethics | |
| Ethics Elective | | |
| BA 310 | Organization and Management | 3 |
| BA 311 | Human Resource Management | 3 |
| BA 321 | Marketing | 3 |
| BA 362 | Financial Management I | 3 |
| BA 401 | Managerial Economics | 3 |
| BA 411 | Organizational Behavior | 3 |
| BA 414 | Business Strategy | 3 |
| Select one of the following: | | 3 |
| BA 490 | International Business | |
| Global Elective | | |
| BA 351 | Internship | 3 |
| Total Hour | | 57 |

A student who has completed one or more of the Husson requirements during an associate program will select substitutes from any of the following: risk management, operations management, or any upper (300 or 400) level business related elective.

Candidates for a Bachelor of Science degree are required to complete a minimum of 120 semester hours maintaining a 2.0 overall cumulative grade point average and a 2.0 overall in their major courses. Transfer students must complete a minimum of thirty (30) credit hours at Husson University. At least fifteen (15) credits must be earned in Husson Business courses.

# Information Technology

Information Technology (IT) specialists design and operate the computer systems that are so vital to businesses and organizations today. The Husson IT curriculum includes a strong core of general business courses, general education requirements, as well as special training in computer programming, software development, systems development and implementation, networking, and project management.

The two-year Associate in Science program prepares graduates for entry-level positions as computer programmers and networking specialists with potential to move to the level of system analyst or management in CIS and networking. All credits in the two-year program are transferable into the four-year program. At Husson University you will learn to use the computer to manage many different forms of information that are vital to organizations today. Students will learn programming in Visual Basic, HTML, and Java. Courses involving networking and network management as well as website design will give students valuable high-level skills and prepare them to go directly from college into a position of true responsibility.

A special four and one-half year program in Accounting and CIS is also available. A five-year track is available for students who wish to earn a B.S. in CIS. and a Master’s degree in Business.

Students who major in other fields may choose to complete a minor in CIS.

The B.S. in Software Development is designed to provide students with the skills needed to develop, create, and modify enterprise software or specialized utility programs. The Software Development program prepares students to identify issues and problems, collect and analyze data, and summarize and present findings.

## Requirements for IT Majors

All IT majors must earn an overall 2.0 cumulative grade-point average as well as a 2.0 overall in their Mi prefix courses. Transfer students must complete a minimum of 30 credit hours, and at least 15 credits must be earned in Mi prefix courses at Husson University.

# B.S. Software Development

The Software Development degree program at Husson University focuses on the experiential learning model to prepare students to develop a wide array of software including enterprise applications (apps), mobile apps, web apps, games, and software to integrate systems. In smaller organizations, software professionals may be responsible for the design, development, testing, and training for a software project. In larger organizations, software professionals may focus on only one or two of these areas. Continuous professional improvement is critical in this field given the rapid changes in the industry regarding software languages, tools, and techniques.

| | | |
|---|---|---|
| **General Education Courses** | | |
| CM 100 | Speech | 3 |
| CM 221 | Professional Communications | 3 |
| EH 123 | Rhetoric and Composition I | 3 |
| EH 124 | Rhetoric and Composition II | 3 |
| EH 200 | Approaches to Literature | 3 |
| EH 2XX | Technical Writing | 3 |
| HE 111 | The Husson Experience *** | 1 |
| MS 131 | Logic and Problem Solving | 3 |
| MS 132 | Probability and Statistics | 3 |
| MS 141 | Contemporary College Algebra | 4 |
| or MS 180 | Precalculus with Trigonometry | |
| MS 232 | Finite Mathematics | 3 |
| PY 111 | General Psychology | 3 |
| Fine Arts Elective | | 3 |
| Foreign Culture & Conversation Elective | | 3 |
| Global Elective | | 3 |
| SC Science Elective | | 3 |
| Open Elective (200+) | | 6 |
| Co-curricular activity and/or community service | | |
| **Computer Information and Business Courses** | | |
| AC 121 | Principles of Accounting I | 3 |
| BA 101 | Introduction to Business | 3 |
| BA 211 | Microeconomics | 3 |
| BA 302 | Business Ethics | 3 |
| BA 310 | Organization and Management | 3 |
| BA 413 | Operations Management | 3 |
| MI 261 | Introduction to Computer Programming I | 3 |
| MI 262 | Introduction to Computer Programming II | 3 |
| MI 321 | Systems Analysis & Design | 3 |
| MI 325 | Algorithms and Data Structures I | 3 |
| MI 326 | Algorithms and Data Structures II | 3 |
| MI 351 | Information System Internship | 3 |
| MI 411 | Database Design | 3 |
| MI 421 | Project Management Techniques | 3 |
| MI 422 | Information System Project Development | 3 |
| Business Elective | | 6 |

| | |
|---|---|
| MI Elective | 6 |
| MI Elective (300+) | 12 |
| Total Hour | 122 |

*** Credit may not be required for degree completion.

# B.S. Computer Information Systems

The Computer Information Systems degree programs at Husson University focus on the experiential learning model to prepare students for a wide variety of positions within the Information Technology (IT) field. In smaller organizations IT professionals typically have diverse responsibilities ranging from network administrator to software developer to computer technician. In larger organizations IT professionals have cursory knowledge of many IT areas, but possess specialized skills in one particular area. Regardless of the position or organization, IT professionals are responsible for not only maintaining and securing existing equipment and data, but also assessing, recommending, and implementing new technology throughout the organization.

| | | |
|---|---|---|
| **General Education Courses** | | |
| BA 211 | Microeconomics | 3 |
| BA 212 | Macroeconomics | 3 |
| CM 100 | Speech | 3 |
| CM 221 | Professional Communications | 3 |
| EH 123 | Rhetoric and Composition I | 3 |
| EH 124 | Rhetoric and Composition II | 3 |
| EH 200 | Approaches to Literature | 3 |
| EH 2XX | Technical Writing | 3 |
| HE 111 | The Husson Experience *** | 1 |
| MS 132 | Probability and Statistics | 3 |
| MS 141 | Contemporary College Algebra | 4 |
| MS 232 | Finite Mathematics | 3 |
| PY 111 | General Psychology | 3 |
| Fine or Performing Arts | | 3 |
| Foreign Culture and Conversation Elective | | 3 |
| Global Elective | | 3 |
| SC Science Elective | | 3 |
| Open Electives 200+ | | 9 |
| Co-curricular activity and/or community service | | |
| **Computer Information and Business Courses** | | |
| AC 121 | Principles of Accounting I | 3 |
| AC 211 | Managerial Accounting | 3 |
| BA 201 | Business Law I | 3 |
| BA 302 | Business Ethics | 3 |
| BA 310 | Organization and Management | 3 |
| BA 311 | Human Resource Management | 3 |
| BA 362 | Financial Management I | 3 |
| BA 321 | Marketing Principles | 3 |
| BA 413 | Operations Management | 3 |
| CT 207 | Web Design - Content Layer | 3 |
| CT 209 | Web Design - Presentation Layer | 3 |
| MI 241 | Managing and Maintaining a PC I | 3 |
| MI 261 | Introduction to Computer Programming I | 3 |
| Choose one from the following: | | 3 |
| MI 242 | Managing and Maintaining a PC II | |
| MI 262 | Introduction to Computer Programming II | |
| Choose one of the following: | | 3 |
| MI 325 | Algorithms and Data Structures I | |

| | | |
|---|---|---|
| MI 341 | Managing and Maintaining a Windows Server I | |
| Choose one of the following: | | 3 |
| MI 326 | Algorithms and Data Structures II | |
| MI 342 | Managing and Maintaining a Windows Server II | |
| MI 351 | Information System Internship | 3 |
| Choose one of the following: | | 3 |
| MI 331 | Networking | |
| MI 411 | Database Design | |
| MI 421 | Project Management Techniques | 3 |
| MI 422 | Information System Project Development | 3 |
| MI Elective | | 3 |
| Total Hour | | 122 |

*** Credit may not be required for degree credit.

# B.S. Computer Information Systems/M.B.A.

The dual bachelor's degree and Master of Business Administration program is a 151 credit undergraduate/graduate information technology and management curriculum. It combines the technical skills from the undergraduate information technology classes with the management and leadership skills of the graduate program. Students in this dual BS/MBA program may earn both degrees in as few as 5 years.

| | | |
|---|---|---|
| **General Education Courses** | | |
| CM 100 | Speech | 3 |
| CM 221 | Professional Communications | 3 |
| EH 123 | Rhetoric and Composition I | 3 |
| EH 124 | Rhetoric and Composition II | 3 |
| EH 200 | Approaches to Literature | 3 |
| EH 2XX | Technical Writing | 3 |
| HE 111 | The Husson Experience *** | 1 |
| MS 132 | Probability and Statistics | 3 |
| or MS 232 | Finite Mathematics | |
| MS 141 | Contemporary College Algebra | 4 |
| or MS 180 | Precalculus with Trigonometry | |
| PY 111 | General Psychology | 3 |
| Fine Arts Elective | | 3 |
| Foreign Culture and Conversation Elective | | 3 |
| Global Perspectives Elective | | 3 |
| SC Science Elective | | 3 |
| Co-curricular activity and/or community service | | |
| Open Electives (200+) | | 6 |
| **Computer Information and Business Courses** | | |
| AC 121 | Principles of Accounting I | 3 |
| BA 101 | Introduction to Business | 3 |
| BA 211 | Microeconomics | 3 |
| BA 302 | Business Ethics | 3 |
| BA 310 | Organization and Management | 3 |
| BA 413 | Operations Management | 3 |
| MI 241 | Managing and Maintaining a PC I | 3 |
| MI 242 | Managing and Maintaining a PC II | 3 |
| MI 261 | Introduction to Computer Programming I | 3 |
| MI 262 | Introduction to Computer Programming II | 3 |
| MI 331 | Networking | 3 |
| Choose one of the following: | | 3 |

| | | |
|---|---|---|
| MI 341 | Managing and Maintaining a Windows Server I | |
| MI 325 | Algorithms and Data Structures I | |
| Choose one of the following: | | 3 |
| MI 342 | Managing and Maintaining a Windows Server II | |
| MI 326 | Algorithms and Data Structures II | |
| MI 351 | Information System Internship | 3 |
| MI 411 | Database Design | 3 |
| MI 421 | Project Management Techniques | 3 |
| MI 422 | Information System Project Development | 3 |
| MI elective | | 6 |
| MI Elective (300+) | | 9 |
| Business Elective | | 9 |
| **Graduate Business Courses** | | |
| BA 600 | Research Methods in Business and Education | 3 |
| BA 601 | Managerial Economics | 3 |
| BA 605 | Management Communications | 3 |
| Choose one of the following: | | 3 |
| BA 620 | Financial Management | |
| BA 621 | Marketing Management | |
| BA 625 | Global Strategic Management | 3 |
| BA 643 | Strategic Change Management | 3 |
| Graduate Business Electives | | 12 |
| Total Hour | | 152 |

*** Credit may not be required for degree completion.

# A.S. Computer Information Systems

The associate's degree program consists of 62 credit hours of course work and related activities in the Associate of Science program. The program prepares students for entry-level positions within IT. All credits in the two-year associate program are transferable into the four-year bachelor program in CIS.

| | | |
|---|---|---|
| **General Education Courses** | | |
| CM 100 | Speech | 3 |
| CM 221 | Professional Communications | 3 |
| EH 124 | Rhetoric and Composition II | 3 |
| EH 123 | Rhetoric and Composition I | 3 |
| EH 200 | Approaches to Literature | 3 |
| EH 2XX | Technical Writing | 3 |
| HE 111 | The Husson Experience *** | 1 |
| MS 132 | Probability and Statistics | 3 |
| or MS 232 | Finite Mathematics | |
| MS 141 | Contemporary College Algebra | 4 |
| or MS 180 | Precalculus with Trigonometry | |
| Open Electives | | 6 |
| **Computer Information and Business Courses** | | |
| AC 121 | Principles of Accounting I | 3 |
| BA 211 | Microeconomics | 3 |
| BA 101 | Introduction to Business | 3 |
| MI 241 | Managing and Maintaining a PC I | 3 |
| MI 242 | Managing and Maintaining a PC II | 3 |
| MI 261 | Introduction to Computer Programming I | 3 |
| MI 262 | Introduction to Computer Programming II | 3 |

| | |
|---|---|
| Business Elective | 3 |
| MI Elective | 3 |
| MI Elective (200+) | 3 |
| Total Hour | 62 |

*** Credit may not be required for degree completion.

# Computer Information Systems Minor

| | | |
|---|---|---|
| MI 111 (p. 75) | Introduction to Microcomputing | 3 |
| or MI 131 (p. 75) | Intro to Information Systems | |
| MI Electives | | 18 |
| Total Hour | | 21 |

All students seeking a minor within the School of Business must achieve a minimum grade point average of 2.0 in the courses relied upon for earning the designation.

# Undergraduate Programs in Criminal Justice

## Features of the Program

The Criminal Justice major prepares students for exciting and challenging careers in the rapidly expanding fields of law enforcement, investigations, private security, and corrections. In addition to modern course offerings, students visit courts, correctional facilities, law enforcement agencies, and private security installations. A vast system of networking enables students to interact with seasoned law enforcement officials.

A Criminal Justice major is expected to complete 122 credit hours of course work and related activity, 45 of these hours are in professional courses, with the balance being in general education courses. The general education core helps the student develop analytic and communication skills, and provides an understanding of the economic, political, and social context within which the criminal justice system functions. Professional courses consist of the most advanced instruction available in investigations, evidence, policing procedures, criminal law, and modern correctional practices.

## Requirements for Criminal Justice Majors

Candidates for a Bachelor of Science degree are required to complete a minimum of 122 semester credit hours. Candidates for an Associate of Science degree are required to complete 60 semester credit hours, maintaining a 2.0 overall cumulative grade point average and a 2.0 overall in the courses listed below. Transfer students must complete a minimum of 30 credit hours at Husson University. At least 15 credits must be earned in Husson Criminal Justice courses.

## Courses Requiring a Minimum 2.0 GPA

| | | |
|---|---|---|
| CJ 101 (p. 75) | Intro to Justice & Pub Safety | 3 |
| CJ 215 (p. 75) | Police Operations | 3 |
| CJ 235 (p. 75) | Criminology | 3 |
| CJ 445 (p. 75) | Criminal Justice Capstone | 3 |
| EH 123 (p. 75) | Rhetoric and Composition I | 3 |
| EH 124 (p. 75) | Rhetoric and Composition II | 3 |
| EH 200 (p. 75) | Approaches to Literature | 3 |

Students may submit a portfolio seeking credit for equivalent professional training in and life experience in law enforcement, corrections, or security work by taking CJ 342 (p. 75) Portfolio Assessment.

# B.S. Criminal Justice

Students are expected to complete 121 credit hours of course work and related activity in the Bachelor of Science program. This program provides both a strong core of professional courses as well as a varied liberal arts background. Students in this program are eligible to attend the Maine Criminal Justice Academy's Pre-Service Training Program (http://www.maine.gov/dps/mcja/training/preservice), which certifies individuals to become eligible for employment as part-time law enforcement officers in the State of Maine, and receive six college credits as well. Students in their last year of the program may choose to attend the Maine Criminal Justice Academy's Basic Law Enforcement Training Program (http://www.maine.gov/dps/mcja/training/basiclaw) to be eligible for employment as a full time law enforcement officer in the State of Maine and receive fifteen college credits as well. After students complete their first

year, they are also eligible to do internships in law enforcement agencies, offices, and businesses for hands-on experiential learning. This program will prepare graduates for entry level positions and also for future advancement to leadership positions in the profession.

The following classes are required to complete this program of study:

| | | |
|---|---|---|
| **General Education Courses** | | |
| BA 211 | Microeconomics | 3 |
| BA 311 | Human Resource Management | 3 |
| CM 221 | Professional Communications | 3 |
| EH 123 | Rhetoric and Composition I * | 3 |
| EH 124 | Rhetoric and Composition II * | 3 |
| EH 200 | Approaches to Literature * | 3 |
| HE 111 | The Husson Experience *** | 1 |
| HY 211 | American National Government | 3 |
| MI 214 | Microcomputer Spreadsheet Applications | 3 |
| MS 141 | Contemporary College Algebra | 4 |
| MS 132 | Probability and Statistics | 3 |
| PH 110 | Introduction to Ethics | 3 |
| PY 111 | General Psychology | 3 |
| PY 232 | Abnormal Psychology | 3 |
| SY 201 | Principles of Sociology | 3 |
| SC | Science Elective with Lab | 3 |
| Fine Arts Elective | | 3 |
| Foreign Culture and Conversation Elective | | 3 |
| Co-curricular activity and community service are required | | |
| **Professional Courses** | | |
| CJ 101 | Intro to Justice & Pub Safety * | 3 |
| CJ 215 | Police Operations * | 3 |
| CJ 221 | Criminalistics | 3 |
| CJ 225 | Criminal Procedure * | 3 |
| CJ 235 | Criminology * | 3 |
| CJ 309 | Constitutional Law | 3 |
| CJ 310 | Mod Penology and Corrections | 3 |
| CJ 315 | Juvenile Justice | 3 |
| CJ 330 | Ethics in Criminal Justice | 3 |
| CJ 337 | Interviewing and Interrogation | 3 |
| CJ 341 | Investigations | 3 |
| CJ 400 | Evidence | 3 |
| CJ 435 | Management & Criminal Justice | 3 |
| CJ 445 | Criminal Justice Capstone * | 3 |
| PL 200 | Criminal Law * | 3 |
| CJ Electives at 300 or 400 Level (3) | | 9 |
| Select one of the following: | | 3 |
| Experiential Elective | | |
| CJ 498 | Basic Law Enforcement Training | |
| Select one of the following: | | 12 |
| Open Electives (4) | | |
| CJ 498 | Basic Law Enforcement Training | |
| Total Hour | | 122 |

* "C" or better required in all courses marked

*** Credit may not be required for degree completion.

# B.S. Criminal Justice/B.S. Psychology

**B.S. Criminal Justice/B.S. Psychology-MHRT-C**

Students are expected to complete 151 credit hours of course based and practical work in the dual degree program leading to separate Bachelor's degrees in Criminal Justice and Psychology. This unique curriculum provides a strong core of professional courses as well as varied liberal arts offerings. The course of study is structured to expose students to core theoretical, clinical and practical topics in complementary disciplines with elective based courses and fieldwork opportunities allowing the individual learner to tailor the program to include unique interests.

The dual degree program also provides the option of attending the Maine Criminal Justice Academy's Pre-Service Training program (http://www.maine.gov/dps/mcja/training/preservice), allowing the student to earn six college credits and become eligible to work as a part-time law enforcement officer in the State of Maine. Those students in their final year of study may choose instead to attend the Academy's Basic Law Enforcement Training Program (http://www.maine.gov/dps/mcja/training/basiclaw) to become eligible to work as a full-time law enforcement officer in the State of Maine, while earning fifteen college credits.

During the fourth and fifth years, students are required to complete a practicum experience in Psychology and may choose to complete an internship in a Criminal Justice related setting. Upon completion of the core Psychology coursework, the student is also able to apply for certification as a Mental Health Rehabilitation Technician, Community Level (MHRT-C) (http://www.husson.edu/psychology) in the State of Maine. These opportunities allow the student to meaningfully integrate classroom based learning into a real world application of knowledge. The dual degree student is therefore ideally positioned for entry level positions in both professions as well as post-baccalaureate study at a graduate level.

This is a five-year dual degree major in which the student, upon completion of program requirements, is awarded the degrees of B.S. Criminal Justice and B.S. Psychology-MHRT-C. This course of study is prompted by homeland security training requirements and the expanding needs of such agencies as the FBI, CIA, and criminal investigation agencies. The latter cite an increasing demand for profilers with investigative and human behavior backgrounds. The B.S. Psychology-MHRT-C qualifies a student for State of Maine Mental Health Rehabilitation Technician-Community level certification.

A student enrolled in the dual degree program might be expected to take the following courses:

| | | |
|---|---|---|
| General Education Courses | | |
| AC 120 | Introduction to Accounting | 3 |
| BA 311 | Human Resource Management | 3 |
| CM 221 | Professional Communications | 3 |
| EH 123 | Rhetoric and Composition I * | 3 |
| EH 124 | Rhetoric and Composition II * | 3 |
| EH 200 | Approaches to Literature * | 3 |
| HE 111 | The Husson Experience *** | 1 |
| HY 211 | American National Government | 3 |
| MS 141 | Contemporary College Algebra | 4 |
| MS 132 | Probability and Statistics | 3 |
| PH 110 | Introduction to Ethics | 3 |
| SC | Science Elective with Lab | 3 |
| SY 201 | Principles of Sociology | 3 |
| or SY 222 | Cultural Anthropology | |
| Fine Arts Elective | | 3 |
| Foreign Language and Cultural Elective | | 3 |
| Open Elective | | 3 |
| Co-curriculum activity and community service are required | | |
| **Professional Courses** | | |
| CJ 101 | Intro to Justice & Pub Safety * | 3 |
| CJ 215 | Police Operations * | 3 |
| CJ 221 | Criminalistics | 3 |

| | | |
|---|---|---|
| CJ 225 | Criminal Procedure * | 3 |
| CJ 235 | Criminology * | 3 |
| CJ 309 | Constitutional Law | 3 |
| CJ 310 | Mod Penology and Corrections | 3 |
| CJ 315 | Juvenile Justice | 3 |
| CJ 341 | Investigations | 3 |
| CJ 435 | Management & Criminal Justice | 3 |
| CJ 445 | Criminal Justice Capstone | 3 |
| CJ 490 | Forensic Psychology * | 3 |
| CJ Advanced Electives (5) or Maine Criminal Justice Academy | | 15 |
| PL 200 | Criminal Law * | 3 |
| PY 111 | General Psychology * | 3 |
| PY 141 | Human Growth and Development | 3 |
| PY 231 | Social Psychology * | 3 |
| PY 232 | Abnormal Psychology | 3 |
| PY 242 | Research Methods | 3 |
| PY 322 | Diversity & Multiculturalism | 3 |
| PY 333 | Psychology of Personality | 3 |
| PY 335 | Intro to Rehabilitation | 3 |
| PY 340 | Physiological Psychology | 3 |
| PY 341 | Gerontology | 3 |
| PY 411 | Psychological Tests and Measurements | 3 |
| PY 431 | Behavior Modification/Seminar in Learning | 3 |
| PY 442 | Seminar in Psychology | 3 |
| PY 450 | Introduction to Counseling and Psychotherapy | 3 |
| PY 447 | Trauma and Recovery | 3 |
| PY 491 | Field Placement | 3 |
| PY Elective | | 3 |
| Total Hour | | 152 |

* "C" or better in all courses marked

*** Credit may not be required for degree completion.

# B.S. Criminal Justice/M.S. Criminal Justice

This five year program was established in 2011 and concentrates on crime and on the criminal justice systems that deal with it. The program stresses an integrated approach to criminal justice emphasizing policy development and analysis, as well as the impact of these policies on individuals and organizations responsible for administering justice in an ethical manner. The program requires students to complete a curriculum requiring 151 semester hours including general education requirements as well as criminal justice, business, and related courses.

The goals of this program include developing skills in:

• Critical thinking

• Writing and oral communication

• Research

• Management

• Ethical public service

Faculty members experience and interests allow for a broad range of program offerings including courses on, the criminal justice process, forensic science, victimology, abnormal psychology, criminal law, security management, and terrorism.

| | | |
|---|---|---|
| General Education Courses | | |
| BA 211 | Microeconomics | 3 |
| CM 200 | Interpersonal Communication | 3 |
| CM 221 | Professional Communications | 3 |
| EH 123 | Rhetoric and Composition I * | 3 |
| EH 124 | Rhetoric and Composition II * | 3 |
| EH 200 | Approaches to Literature * | 3 |
| HE 111 | The Husson Experience *** | 1 |
| HY 211 | American National Government | 3 |
| MI 214 | Microcomputer Spreadsheet Applications | 3 |
| MS 132 | Probability and Statistics | 3 |
| MS 141 | Contemporary College Algebra | 4 |
| PH 110 | Introduction to Ethics | 3 |
| PY 111 | General Psychology | 3 |
| PY 232 | Abnormal Psychology | 3 |
| SY 201 | Principles of Sociology | 3 |
| Lab Science Elective | | 3 |
| Fine Arts Elective | | 3 |
| Foreign Cult. & Conv. Elective | | 3 |
| Open Undergrad Elec (5) or MCJA | | 15 |
| Professional Courses | | |
| BA 311 | Human Resource Management | 3 |
| CJ 101 | Intro to Justice & Pub Safety * | 3 |
| CJ 215 | Police Operations * | 3 |
| CJ 221 | Criminalistics | 3 |
| CJ 225 | Criminal Procedure * | 3 |
| CJ 235 | Criminology * | 3 |
| CJ 309 | Constitutional Law | 3 |
| CJ 310 | Mod Penology and Corrections | 3 |
| CJ 315 | Juvenile Justice | 3 |
| CJ 341 | Investigations | 3 |
| CJ 400 | Evidence | 3 |
| CJ 435 | Management & Criminal Justice | 3 |
| CJ 445 | Criminal Justice Capstone * | 3 |
| PL 200 | Criminal Law * | 3 |
| CJ Electives 300 or 400 Level (3) | | 12 |
| Co-Curricular activity and community service experience are required | | |
| Graduate Courses | | |
| BA 600 | Research Methods in Business and Education | 3 |
| BA 602 | Managerial Accounting | 3 |
| BA 605 | Management Communications | 3 |
| CJ 705 | Leadership & Ethics | 3 |
| CJ 717 | Graduate Capstone Course | 3 |
| BA Graduate Business Electives (2) | | 6 |
| CJ Electives 700 Level (4) | | 9 |
| Total Hour | | 152 |

A grade-point average of 3.0 must be achieved in order to enroll in graduate courses in the 7th semester.

* "C" or better in all courses marked

*** Course may not be required for degree completion.

# A.S. Criminal Justice

## Associate of Science in Criminal Justice

Students are expected to complete 61 credit hours of course work and related activity in the Associate of Science program. This program emphasizes professional courses and provides some basic training in microcomputing, writing, communication and math. Students in this program are eligible to attend the Maine Criminal Justice Academy's Pre-Service Training Program (http://www.maine.gov/dps/mcja/training/preservice), which certifies individuals to be eligible to become part-time law enforcement officers in the State of Maine, and receive six college credits as well. After students complete their first year, they are also eligible to do internships in law enforcement agencies, offices and businesses for hands-on experiential learning in the field. This program will prepare graduates for entry level positions in the profession.

The following classes must be completed for this program of study:

| | | |
|---|---|---|
| **General Education Courses** | | |
| CM 221 | Professional Communications | 3 |
| EH 200 | Approaches to Literature * | 3 |
| EH 123 | Rhetoric and Composition I * | 3 |
| EH 124 | Rhetoric and Composition II * | 3 |
| HE 111 | The Husson Experience *** | 1 |
| HY 111 | United States History I | 3 |
| HY 112 | United States History II | 3 |
| MS 141 | Contemporary College Algebra | 4 |
| PH 110 | Introduction to Ethics | 3 |
| PY 111 | General Psychology | 3 |
| SY 201 | Principles of Sociology | 3 |
| **Professional Courses** | | |
| CJ 101 | Intro to Justice & Pub Safety * | 3 |
| CJ 215 | Police Operations * | 3 |
| CJ 221 | Criminalistics | 3 |
| CJ 225 | Criminal Procedure * | 3 |
| CJ 235 | Criminology * | 3 |
| CJ 435 | Management & Criminal Justice | 3 |
| CJ 445 | Criminal Justice Capstone * | 3 |
| PL 200 | Criminal Law * | 3 |
| CJ | Elective 300 or 400 Level Course | 3 |
| Open Elective | | 3 |
| Total Hour | | 62 |

**First Year**

| Fall | Hours | Spring | Hours |
|---|---|---|---|
| CJ 101* | 3 | CJ 225* | 3 |
| EH 123* | 3 | EH 124* | 3 |
| HE 111*** | 1 | HY 112 | 3 |
| HY 111 | 3 | PL 200* | 3 |
| PY 111 | 3 | SY 201 | 3 |
| CJ 215 | 3 | | |
| | **16** | | **15** |

**Second Year**

| Fall | Hours | Spring | Hours |
|---|---|---|---|
| CJ 235* | 3 | CJ 221 | 3 |

| | | | |
|---|---|---|---|
| CM 221 | 3 | CJ 435 | 3 |
| EH 200* | 3 | CJ 445 | 3 |
| MS 141 | 4 | CJ Elective 300/400 Level | 3 |
| PH 110 | 3 | Open Elective | 3 |
| | **16** | | **15** |

Total Hours: 62

* "C" or better in all courses marked

*** Course may not be required for degree completion.

# Forensic Science

## Features of the Program

Forensic Science is the application of science to legal proceedings. A student pursuing this degree will study Chemistry, Biology, and Forensic Science as well as substantive evidentiary and procedural law. Forensic science specialists examine and evaluate physical evidence, using chemical, microscopic, instrumental and physical methods of analysis. They may be required to work with blood and other biological fluids, hair, gunshot residue, drugs, fibers, paint and glass. Forensic science specialists also typically are responsible for preparing written reports on their findings, serving as expert witnesses in court hearings, and conducting research regarding new technologies, equipment, and techniques.

## Requirements for Forensic Science Majors

Candidates for a Bachelor of Science degree are required to complete a minimum of 130 semester credit hours maintaining a 2.0 overall cumulative grade point average and a 2.0 overall in the courses listed below. Transfer students must complete a minimum of 30 credit hours at Husson University. At least 15 credits must be earned in Husson Forensic Science courses.

| | | |
|---|---|---|
| CJ 101 | Intro to Justice & Pub Safety | 3 |
| CJ 215 | Police Operations | 3 |
| CJ 221 | Criminalistics | 3 |
| CJ 225 | Criminal Procedure | 3 |
| CJ 341 | Investigations | 3 |
| CJ 410 | Criminal Justice Internship | 3-9 |
| CJ 491 | Forensic Science I | 4 |
| CJ 492 | Forensic Science II | 4 |
| CJ 493 | Forensic Seminar | 4 |
| PL 200 | Criminal Law | 3 |

# B.S Forensic Science

Students are expected to complete 130 credit hours of course work and related activity in the Bachelor of Science program. This program provides both a strong core of professional courses as well as a varied liberal arts background. The goal of this degree will be to give science and criminal justice students a new educational avenue to pursue and the opportunity to qualify for entry level forensic science positions within crime laboratories, police departments and medical related fields. Students will gain competency in the following areas:

- Forensic Science within the Justice System
- Crime Scene Processing
- Evidence Documentation, Preservation and Packaging
- Systematic and holistic approach to evidence examination
- Presumptive and Confirmatory testing of forensic samples
- Comparison of pattern evidence
- Judicial and Courtroom Procedures
- Research and Analytical Methods

The following courses are required to complete this Bachelors degree:

| | | |
|---|---|---|
| General Education Courses | | |
| CM 100 | Speech | 3 |
| EH 123 | Rhetoric and Composition I | 3 |

| | | |
|---|---|---|
| EH 124 | Rhetoric and Composition II | 3 |
| EH 200 | Approaches to Literature | 3 |
| HE 111 | The Husson Experience *** | 1 |
| MS 132 | Probability and Statistics | 3 |
| MS 180 | Precalculus with Trigonometry | 4 |
| MS 181 | Calculus with Applications | 4 |
| MS 223 | Research Design | 3 |
| PH 110 | Introduction to Ethics | 3 |
| PY 111 | General Psychology | 3 |
| SC 181<br>& SL 181 | Chemistry I<br>and Chemistry Lab I | 4 |
| SC 182<br>& SL 181 | Chemistry II<br>and Chemistry Lab I | 4 |
| SC 191<br>& SL 191 | General Biology I<br>and General Biology Lab I | 4 |
| SC 192<br>& SL 192 | General Biology II<br>and General Biology Lab II | 4 |
| SC 241<br>& SL 241 | Microbiology<br>and Microbiology Lab | 4 |
| SC 271<br>& SL 271 | Physics I<br>and Physics Lab I | 4 |
| SC 272<br>& SL 272 | Physics II<br>and Physics Lab II | 4 |
| SC 334 | Genomic Biology | 3 |
| SC 352 | Biochemistry | 3 |
| SC 381<br>& SL 381 | Organic Chemistry I<br>and Organic Chemistry I Lab | 4 |
| SC 382<br>& SL 382 | Organic Chemistry II<br>and Organic Chemistry II Lab | 4 |
| SC 394<br>& SL 394 | Analytical Chemistry<br>and Analytical Chemistry Lab | 5 |
| SC Science Elective | | 6 |
| SY 201 | Principles of Sociology | 3 |
| Fine Arts Elective | | 3 |
| Foreign Cult. & Conv. Elective | | 3 |
| Professional Courses | | |
| CJ 101 | Intro to Justice & Pub Safety * | 3 |
| CJ 221 | Criminalistics * | 3 |
| CJ 225 | Criminal Procedure * | 3 |
| CJ 333 | Computer Forensics | 3 |
| CJ 341 | Investigations * | 3 |
| CJ 400 | Evidence | 3 |
| CJ 410 | Criminal Justice Internship * | 3 |
| CJ 491 | Forensic Science I | 4 |
| CJ 492 | Forensic Science II | 4 |
| CJ 493 | Forensic Seminar | 4 |
| CJ Elective 300 or 400 Level Course | | 3 |
| Co-curricular activity and community service experience are required | | |
| Total Hour | | 131 |

* "C" or better in all courses marked

*** Course may not be required for degree completion.

# Hospitality and Tourism Management

The following programs of study are available in the area of Hospitality and Tourism Management:

- MBA-Hospitality and Tourism Management Concentration
- BS-Hospitality and Tourism Management/MBA-Hospitality and Tourism Management Concentration
- BS-Hospitality and Tourism Management
- BS-Hospitality and Tourism Management - Sales & Marketing Concentration
- BS-Hospitality and Tourism Management - Small Business Entrepreneurship Concentration
- Minor-Hospitality and Tourism Management

The Hospitality and Tourism industry is the largest employer segment in the world and is forecasted to continue its growth through 2020. These programs of study prepare our students for exciting and rewarding careers in the fields of hotels and lodging, food and beverage, casinos, resorts and spas, cruise lines and transportation, leisure and travel services, and many more. Husson's program has developed a substantial network of business partners who have provided and are providing career opportunities for our students while at Husson and upon graduation.

# B.S. Hospitality and Tourism Management

The B.S. in Hospitality and Tourism Management

Hospitality and Tourism Management students are required to complete 124 credit hours of course work maintaining a 2.0 overall cumulative grade point average and a 2.0 overall grade point average in their major courses.This program provides a very strong core of hospitality and tourism courses, a strategically balanced business acumen and a varied general education background.

| | | |
|---|---|---|
| **General Education Courses** | | |
| BA 211 | Microeconomics | 3 |
| BA 212 | Macroeconomics | 3 |
| CM 100 | Speech | 3 |
| CM 221 | Professional Communications | 3 |
| EH 123 | Rhetoric and Composition I | 3 |
| EH 124 | Rhetoric and Composition II | 3 |
| EH 200 | Approaches to Literature | 3 |
| HE 111 | The Husson Experience *** | 1 |
| MI 111 | Introduction to Microcomputing | 3 |
| or MI 214 | Microcomputer Spreadsheet Applications | |
| MS 141 | Contemporary College Algebra | 4 |
| MS 132 | Probability and Statistics | 3 |
| or MS 232 | Finite Mathematics | |
| PY 111 | General Psychology | 3 |
| SC 141 | Environmental Science | 3 |
| Fine Arts Elective | | 3 |
| Foreign Culture & Conversation Elective | | 3 |
| Open Elective | | 3 |
| Co-curricular activity and/or community service | | |
| **General Business Courses** | | |
| AC 121 | Principles of Accounting I | 3 |
| AC 122 | Principles of Accounting II | 3 |
| AC 211 | Managerial Accounting | 3 |
| BA 101 | Introduction to Business | 3 |
| BA 201 | Business Law I | 3 |
| BA 202 | Business Law II | 3 |
| BA 302 | Business Ethics | 3 |
| BA 310 | Organization and Management | 3 |
| BA 321 | Marketing Principles | 3 |
| BA 362 | Financial Management I | 3 |

| | | |
|---|---|---|
| BA 422 | Sales and Sales Management | 3 |
| BA 440 | Small Business Management I | 3 |
| BA 490 | International Business | 3 |
| **Concentration in Hospitality Management Courses** | | |
| HA 101 | Intro to Hospitality Mgmnt | 3 |
| HA 200 | Tourism and Travel | 3 |
| HA 201 | Food & Beverage Control Systems | 3 |
| HA 202 | Facilities & Guest Services | 3 |
| HA 301 | Supervision in Hospitality Management | 3 |
| HA 302 | Hotel Operations | 3 |
| HA 303 | Event Planning and Management | 3 |
| HA 311 | Destination Management and Marketing | 3 |
| HA 401 | Hospitality Internship (Has been reduced from 6 credit hours to 3 credit hours) | 3 |
| HA 402 | Leadership in Hospitality Management | 3 |
| HA 403 | Advanced Hospitality Internship | 6 |
| HA 299 | Topic/ | 3 |
| or HA 499 | Topic/ | |
| Total Hour | | 125 |

*** Credit may not be required for degree completion

# BS Hospitality & Tourism Management - Sales and Marketing

The B.S. in Hospitality and Tourism Management - Sales and Marketing

Hospitality and Tourism Management students are required to complete 124 credit hours of course work maintaining a 2.0 overall cumulative grade point average and a 2.0 overall grade point average in their major courses. This program provides a very strong core of hospitality and tourism courses, a strategically balanced business acumen and a varied general education background.

| | | |
|---|---|---|
| **General Education Courses** | | |
| BA 302 | Business Ethics | 3 |
| BA 422 | Sales and Sales Management | 3 |
| CM 100 | Speech | 3 |
| CM 221 | Professional Communications | 3 |
| EH 123 | Rhetoric and Composition I | 3 |
| EH 124 | Rhetoric and Composition II | 3 |
| EH 200 | Approaches to Literature | 3 |
| HA 200 | Tourism and Travel | 3 |
| HA 401 | Hospitality Internship (Has been reduced from 6 credit hours to 3 credit hours) | 3 |
| HA 402 | Leadership in Hospitality Management | 3 |
| HE 111 | The Husson Experience *** | 1 |
| MI 111 | Introduction to Microcomputing | 3 |
| or MI 214 | Microcomputer Spreadsheet Applications | |
| MS 132 | Probability and Statistics | 3 |
| or MS 232 | Finite Mathematics | |
| MS 141 | Contemporary College Algebra | 4 |
| PY 111 | General Psychology | 3 |
| SC 141 | Environmental Science | 3 |
| Fine Arts Elective | | 3 |
| Foreign Culture & Conversation Elective | | 3 |
| Open Elective | | 3 |
| **General Business Courses** | | |
| AC 121 | Principles of Accounting I | 3 |

| | | |
|---|---|---|
| AC 122 | Principles of Accounting II | 3 |
| AC 211 | Managerial Accounting | 3 |
| BA 101 | Introduction to Business | 3 |
| BA 201 | Business Law I | 3 |
| BA 202 | Business Law II | 3 |
| BA 211 | Microeconomics | 3 |
| BA 212 | Macroeconomics | 3 |
| BA 310 | Organization and Management | 3 |
| BA 321 | Marketing Principles | 3 |
| BA 362 | Financial Management I | 3 |
| BA 421 | Integrated Marketing Communication and Advertising | 3 |
| BA 423 | Retail Management | 3 |
| BA 425 | Marketing Management | 3 |
| BA 437 | International Marketing | 3 |
| BA 490 | International Business | 3 |
| HA 101 | Intro to Hospitality Mgmnt (Concentration in Small Business Entrepreneurship Courses) | 3 |
| **Concentration in Sales Marketing Courses** | | |
| HA 201 | Food & Beverage Control Systems | 3 |
| HA 202 | Facilities & Guest Services | 3 |
| HA 301 | Supervision in Hospitality Management | 3 |
| HA 302 | Hotel Operations | 3 |
| HA 303 | Event Planning and Management | 3 |
| HA 311 | Destination Management and Marketing | 3 |
| Total Hour | | 125 |

*** Credit may not be required for degree completion

# BS Hospitality & Tourism Management - Small Business Entrepreneurship

The B.S. in Hospitality and Tourism Management - Small Business Entrepreneurship

Hospitality and Tourism Management students are required to complete 124 credit hours of course work maintaining a 2.0 overall cumulative grade point average and a 2.0 overall grade point average in their major courses. This program provides a very strong core of hospitality and tourism courses, a strategically balanced business acumen and a varied general education background.

| | | |
|---|---|---|
| **General Education Courses** | | |
| AC 121 | Principles of Accounting I | 3 |
| AC 122 | Principles of Accounting II | 3 |
| AC 211 | Managerial Accounting | 3 |
| BA 302 | Business Ethics | 3 |
| BA 422 | Sales and Sales Management | 3 |
| CM 100 | Speech | 3 |
| CM 221 | Professional Communications | 3 |
| EH 123 | Rhetoric and Composition I | 3 |
| EH 124 | Rhetoric and Composition II | 3 |
| EH 200 | Approaches to Literature | 3 |
| HA 200 | Tourism and Travel | 3 |
| HA 401 | Hospitality Internship | 3 |
| HA 402 | Leadership in Hospitality Management | 3 |
| HE 111 | The Husson Experience *** | 1 |
| MI 111 | Introduction to Microcomputing | 3 |
| or MI 214 | Microcomputer Spreadsheet Applications | |

| | | |
|---|---|---|
| MS 141 | Contemporary College Algebra | 4 |
| MS 132 | Probability and Statistics | 3 |
| or MS 232 | Finite Mathematics | |
| PY 111 | General Psychology | 3 |
| SC 141 | Environmental Science | 3 |
| Fine Arts Elective | | 3 |
| Foreign Culture & Conversation Elective | | 3 |
| **General Business Courses** | | |
| BA 101 | Introduction to Business | 3 |
| BA 201 | Business Law I | 3 |
| BA 202 | Business Law II | 3 |
| BA 310 | Organization and Management | 3 |
| BA 211 | Microeconomics | 3 |
| BA 212 | Macroeconomics | 3 |
| BA 362 | Financial Management I | 3 |
| BA 423 | Retail Management | 3 |
| BA 440 | Small Business Management I | 3 |
| BA 441 | Entrepreneurship I- New Venture Development | 3 |
| BA 442 | Small Business Management II | 3 |
| BA 443 | Entrepreneurship II: Business Plans | 3 |
| BA 490 | International Business | 3 |
| Hospitality Elective | | 3 |
| Concentration in Small Business Entrepreneurship Courses | | |
| HA 101 | Intro to Hospitality Mgmnt (Concentration in Small Business Entrepreneurship Courses) | 3 |
| HA 201 | Food & Beverage Control Systems | 3 |
| HA 202 | Facilities & Guest Services | 3 |
| HA 301 | Supervision in Hospitality Management | 3 |
| HA 302 | Hotel Operations | 3 |
| HA 303 | Event Planning and Management | 3 |
| HA 311 | Destination Management and Marketing | 3 |
| Total Hour | | 125 |

*** Credit may not be required for degree completion

# B.S. Hospitality & Tourism Mgmt/M.B.A Hospitality and Tourism Management

The dual degree B.S. in Hospitality and Tourism Management / M.B.A. with Hospitality and Tourism Management concentration may be earned in as few as 5 years. Candidates for this dual degree program are required to complete a minimum of 154 semester hours maintaining an undergraduate grade point average of 3.0 and a graduate grade point average of 3.0.

This dual-degree offering acknowledges the importance of the hospitality industry to the Maine economy and its people. This 5 year program prepares hospitality and tourism management students for advancement to upper management levels through course content taught by successful practitioners. This program of study provides the local hospitality industry with a much needed higher level of skilled personnel for their management teams. Combining the success of the undergraduate program with the academic strength of the MBA program, the student receives a highly marketable advanced dual degree in Hospitality and Tourism Management.

The following courses are required for this track:

| | | |
|---|---|---|
| **General Education Courses** | | |
| BA 211 | Microeconomics | 3 |
| BA 212 | Macroeconomics | 3 |
| CM 100 | Speech | 3 |
| CM 221 | Professional Communications | 3 |
| EH 123 | Rhetoric and Composition I | 3 |

| | | |
|---|---|---|
| EH 124 | Rhetoric and Composition II | 3 |
| EH 200 | Approaches to Literature | 3 |
| HE 111 | The Husson Experience *** | 1 |
| MI 111 | Introduction to Microcomputing | 3 |
| or MI 214 | Microcomputer Spreadsheet Applications | |
| MS 141 | Contemporary College Algebra | 4 |
| MS 132 | Probability and Statistics | 3 |
| or MS 232 | Finite Mathematics | |
| PY 111 | General Psychology | 3 |
| SC 141 | Environmental Science | 3 |
| Fine Arts Elective | | 3 |
| Foreign Culture & Conversation Elective | | 3 |
| Open Elective | | 3 |
| Co-curricular activity and/or community service | | |
| **General Business Courses** | | |
| AC 121 | Principles of Accounting I | 3 |
| AC 122 | Principles of Accounting II | 3 |
| BA 101 | Introduction to Business | 3 |
| BA 201 | Business Law I | 3 |
| BA 202 | Business Law II | 3 |
| BA 302 | Business Ethics | 3 |
| BA 310 | Organization and Management | 3 |
| BA 321 | Marketing | 3 |
| BA 362 | Financial Management I | 3 |
| BA 401 | Managerial Economics | 3 |
| BA 422 | Sales and Sales Management | 3 |
| BA 440 | Small Business Management I | 3 |
| BA 490 | International Business | 3 |
| Business Elective | | 3 |
| **Concentration in Hospitality & Tourism Management** | | |
| HA 101 | Intro to Hospitality Mgmnt | 3 |
| HA 200 | Tourism and Travel | 3 |
| HA 201 | Food & Beverage Control Systems | 3 |
| HA 202 | Facilities & Guest Services | 3 |
| HA 299 | Topic/ | 3 |
| or HA 499 | Topic/ | |
| HA 301 | Supervision in Hospitality Management | 3 |
| HA 302 | Hotel Operations | 3 |
| HA 303 | Event Planning and Management | 3 |
| HA 311 | Destination Management and Marketing | 3 |
| HA 401 | Hospitality Internship | 3 |
| HA 402 | Leadership in Hospitality Management | 3 |
| **Graduate Business Courses** | | |
| BA 600 | Research Methods in Business and Education | 3 |
| BA 602 | Managerial Accounting | 3 |
| BA 605 | Management Communications | 3 |
| BA 625 | Global Strategic Management | 3 |
| BA 642 | Leadership in Business and Professions | 3 |
| BA 720 | Advanced Sales and Marketing in Hospitality | 3 |
| BA 721 | Convention Planning and Events Planning | 3 |
| BA 722 | Advanced Front Office Operations | 3 |
| BA 723 | Legal Issues in Hospitality Management | 3 |

| | | |
|---|---|---|
| BA 724 | Managing Service in Food and Beverage Operations | 3 |
| BA 729 | Hospitality Graduate Directed Practicum | 3 |
| Total Hour | | 155 |

*** Credit may not be required for degree completion.

# Hospitality & Tourism Management Minor

Adding a minor in Hospitality and Tourism Management to majors such as Accounting, Finance, Marketing, Retail, Sport and Small Family Business will greatly enhance the student's customer service skillset as well as improve their marketability to be hired by the Hospitality and Tourism industry in their chosen major field of study.

| | | |
|---|---|---|
| HA 101 (p. 88) | Intro to Hospitality Mgmnt | 3 |
| HA 201 (p. 88) | Food & Beverage Control Systems | 3 |
| HA 202 (p. 88) | Facilities & Guest Services | 3 |
| HA 301 (p. 88) | Supervision in Hospitality Management | 3 |
| HA 302 (p. 88) | Hospitality Facilities Design & Management | 3 |
| HA 402 (p. 88) | Leadership in Hospitality Management | 3 |
| Total Hour | | 18 |

All students seeking a minor within the School of Hospitality, Sport and Tourism Management must achieve a minimum grade point average of 2.0 in the courses relied upon for earning the designation.

# Legal Studies

The undergraduate Legal Studies major, leading to a B.S. degree in Legal Studies with a Pre-Law Concentration offers a wide range of civil and criminal law courses through which students learn legal analytic and problem solving, as well as critical reading, writing, communication, and research skills. Students in the Legal Studies program earning a Pre-Law Concentration will have completed a curriculum based upon the American Bar Association Core Skills and Values and will be particularly prepared for the rigors of the law school curriculum.

# B.S. Legal Studies - Pre-Law

The Bachelor of Science in Legal Studies with a Pre-Law Concentration requires 122 semester hours including Husson University's General Education requirements as well as Legal Studies, Business, and related courses. It is designed to provide students with skills for success in the legal field and specific preparation for the rigors of the law school curriculum. While the American Bar Association does not recommend any particular majors or courses for undergraduate education prior to law school, it does set forth Core Skills and Values for a Pre-Law education. Students in the Legal Studies program earning a Pre-Law Concentration will have completed a curriculum which has the American Bar Association Core Skills and Values as its foundation. The Bachelor of Science in Legal Studies with a Pre-Law Concentration requires 122 semester hours including Husson University General Education requirements as well as Legal Studies, Business, and related courses.

The Goals and Objectives of the Pre-Law Concentration will mirror the American Bar Association Core Skills and Values, which are:

1. Analytic / Problem Solving Skills

2. Critical Reading

3. Writing Skills

4. Oral Communication / Listening Abilities

5. General Research Skills

6. Task Organization / Management Skills

7. Public Service and Promotion of Justice

Program courses include Criminal Law, Real Estate Law, Probate Law, Civil Litigation, Alternative Dispute Resolution, Business Law, Workers' Compensation, Ethics, Torts, and Family Law.

| | | |
|---|---|---|
| **General Education Courses** | | |
| AC 120 | Introduction to Accounting | 3 |
| BA 201 | Business Law I | 3 |
| BA 202 | Business Law II | 3 |
| BA 210 | Economics Overview for Non-Business Majors | 3 |
| BA 311 | Human Resource Management | 3 |
| EH 200 | Approaches to Literature | 3 |
| EH 123 | Rhetoric and Composition I * | 3 |
| EH 124 | Rhetoric and Composition II * | 3 |
| HE 111 | The Husson Experience | 1 |
| HY 211 | American National Government | 3 |
| MS 131 | Logic and Problem Solving | 3 |
| MS 141 | Contemporary College Algebra | 4 |
| PH 110 | Introduction to Ethics | 3 |
| PY 111 | General Psychology | 3 |
| PY 232 | Abnormal Psychology | 3 |
| SY 201 | Principles of Sociology | 3 |
| Fine Arts Elective | | 3 |
| Foreign Culture and Conversation Elective | | 3 |
| Open Elective | | 9 |
| SC Science Elective with Lab | | 3 |
| **Professional Courses** | | |
| CJ 225 | Criminal Procedure | 3 |
| PL 100 | Intro to Legal Studies * | 3 |
| PL 200 | Criminal Law | 3 |
| PL 201 | Real Estate Law | 3 |
| PL 203 | Civil Litigation * | 3 |
| PL 204 | Introduction to Wills, Estates, and Trusts * | 3 |
| PL 205 | Legal Research and Writing * | 3 |
| PL 301 | Torts | 3 |
| PL 302 | Family Law | 3 |
| PL 303 | Alternative Dispute Resolution | 3 |
| PL 304 | Alternative Dispute Resolution II | 3 |
| PL 305 | Legal Ethics | 3 |
| PL 309 | Constitutional Law | 3 |
| PL 400 | Evidence | 3 |
| PL 403 | Advanced Legal Writing | 3 |
| PL 404 | Civil Litigation II | 3 |
| PL 405 | Workers Compensation | 3 |
| PL 407 | Law Office Management * | 3 |
| PL 498 | Paralegal Internship * | 3-9 |
| Total Hour | | 122-128 |

* "C" or better required in all courses marked

*** Credit may not be required for degree completion

# Programs in Paralegal Studies

## Features of the Program

Legal professionals are in great demand in modern society. Paralegals are equipped with special skills to make them an integral part of the legal team in law offices, courts, corporations, government agencies and private consulting firms. They carry out legal research,

write reports, and assist attorneys on a regular basis. They must be focused and familiar with the various areas of law including criminal law, torts, contracts and property law.

The title of paralegal is interchangeable with legal assistant and legal secretary. Students will learn how to perform the following tasks:

- Conducting client interviews and maintaining contact with clients
- Locate and interview witnesses
- Conduct investigations and statistical and documentary research
- Conduct legal research
- Draft legal documents and correspondence
- Analyze and summarize testimony, medical records and discovery documents
- Attend real estate closing, depositions, administrative court hearings, and execution of wills
- Assist lawyers in preparing for depositions, hearings, closings and trials.

Paralegal Studies students will also master the skills of:

- Communicating effectively
- Demonstrating professionalism
- Using legal terminology correctly
- Working effectively with the courts
- Becoming proficient with computer technology, software and database

**Requirements for Paralegal Majors**

| | | |
|---|---|---|
| AC 120 (p. 89) | Introduction to Accounting | 3 |
| BA 101 (p. 89) | Introduction to Business | 3 |
| BA 311 (p. 89) | Human Resource Management | 3 |
| EH 123 (p. 89) | Rhetoric and Composition I * | 3 |
| EH 124 (p. 89) | Rhetoric and Composition II * | 3 |
| EH 200 (p. 89) | Approaches to Literature * | 3 |
| HY 211 (p. 89) | American National Government | 3 |
| MI 214 (p. 89) | Microcomputer Spreadsheet Applications | 3 |
| MS 131 (p. 89) | Logic and Problem Solving | 3 |
| PL 100 (p. 89) | Intro to Legal Studies * | 3 |
| PL 200 (p. 89) | Criminal Law * | 3 |
| PL 201 (p. 89) | Real Estate Law * | 3 |
| PL 203 (p. 89) | Civil Litigation * | 3 |
| PL 204 (p. 89) | Introduction to Wills, Estates, and Trusts * | 3 |
| PL 205 (p. 89) | Legal Research and Writing | 3 |
| PL 301 (p. 89) | Torts | 3 |
| Required for B.S. degree | | |
| PL 302 (p. 89) | Family Law | 3 |
| Required for B.S. degree | | |
| PL 303 (p. 89) | Alternative Dispute Resolution | 3 |
| Required for B.S. degree | | |
| PL 305 (p. 89) | Legal Ethics | 3 |
| Required for B.S. degree | | |
| PL 403 (p. 89) | Advanced Legal Writing | 3 |
| Required for B.S. degree | | |
| PL 405 (p. 89) | Workers Compensation | 3 |
| Required for B.S. degree | | |
| PL 407 (p. 89) | Law Office Management * | 3 |
| Required for B.S. degree | | |
| PL 498 (p. 89) | Paralegal Internship * | 3 |

| | | |
|---|---|---|
| PH 110 (p. 89) | Introduction to Ethics | 3 |
| PY 111 (p. 89) | General Psychology | 3 |
| SY 201 (p. 89) | Principles of Sociology | 3 |

Candidates for an Associate in Science degree are required to complete a minimum of 61 semester credit hours maintaining a 2.0 overall cumulative grade-point average. Transfer students must complete a minimum of 30 credits at Husson University. At least 15 credits must be earned in paralegal studies courses.

Candidates for a Bachelor of Science degree are required to complete a minimum of 122 semester credit hours maintaining a 2.0 overall cumulative grade-point average. Transfer students must complete a minimum of 30 credits at Husson University. At least 15 credits must be earned in paralegal studies courses.

# B.S. Paralegal Studies

This program will make graduates highly competitive for careers in Law offices, corporations, government and other legal related fields. Bachelor of Science in Paralegal Studies students are expected to complete 122 credit hours of course work and related activity in the Bachelor of Science program. This program provides both a strong core of professional courses as well as a varied liberal arts background. This program will prepare graduates for entry level positions and also for future advancement to leadership positions in the profession. After students complete two years of course work, they will be eligible to do internships in agencies, offices, courts and businesses for hands-on experiential learning in the field.

| | | |
|---|---|---|
| **General Education Courses** | | |
| AC 120 | Introduction to Accounting | 3 |
| BA 211 | Microeconomics | 3 |
| BA 212 | Macroeconomics | 3 |
| BA 311 | Human Resource Management | 3 |
| EH 123 | Rhetoric and Composition I * | 3 |
| EH 124 | Rhetoric and Composition II * | 3 |
| EH 200 | Approaches to Literature * | 3 |
| HE 111 | The Husson Experience *** | 1 |
| HY 211 | American National Government | 3 |
| MI 214 | Microcomputer Spreadsheet Applications | 3 |
| MS 131 | Logic and Problem Solving | 3 |
| MS 141 | Contemporary College Algebra | 4 |
| PH 110 | Introduction to Ethics | 3 |
| PY 111 | General Psychology | 3 |
| PY 232 | Abnormal Psychology | 3 |
| SC | Science Elective with Lab | 3 |
| SY 201 | Principles of Sociology | 3 |
| Fine Arts Elective | | 3 |
| Foreign Culture and Conversation Elective | | 3 |
| Open Electives (3) | | 9 |
| Co-curricular activity and community service experience are required | | |
| **Professional Courses** | | |
| BA 201 | Business Law I | 3 |
| BA 202 | Business Law II | 3 |
| CJ 225 | Criminal Procedure | 3 |
| CJ 309 | Constitutional Law | 3 |
| PL 100 | Intro to Legal Studies * | 3 |
| PL 200 | Criminal Law * | 3 |
| PL 201 | Real Estate Law * | 3 |
| PL 203 | Civil Litigation * | 3 |
| PL 204 | Introduction to Wills, Estates, and Trusts * | 3 |
| PL 205 | Legal Research and Writing * | 3 |

| | | |
|---|---|---|
| PL 301 | Torts | 3 |
| PL 302 | Family Law | 3 |
| PL 303 | Alternative Dispute Resolution | 3 |
| PL 305 | Legal Ethics | 3 |
| PL 403 | Advanced Legal Writing | 3 |
| PL 405 | Workers Compensation | 3 |
| PL 407 | Law Office Management * | 3 |
| PL 498 | Paralegal Internship * | 3 |
| PL Elective | | 3 |
| Total Hour | | 122 |

* "C" or better in all courses marked

*** Credit may not be required for degree completion.

# A.S. Paralegal Studies

Associate of Science in Paralegal Studies students are expected to complete 61 credit hours of course work and related activity in the Associate of Science program. This program emphasizes professional courses and provides a foundation in accounting, microcomputing, writing, and communication. After students complete one year of course work, they will be eligible to do internships in agencies, offices, courts and businesses for hands-on experiential learning in the field. This program will prepare graduates for entry level positions in the profession. Students have the opportunity to choose one upper level elective course as they progress through the program.

| | | |
|---|---|---|
| **General Education Courses** | | |
| AC 120 | Introduction to Accounting | 3 |
| BA 201 | Business Law I | 3 |
| BA 311 | Human Resource Management | 3 |
| EH 123 | Rhetoric and Composition I * | 3 |
| EH 124 | Rhetoric and Composition II * | 3 |
| EH 200 | Approaches to Literature * | 3 |
| HE 111 | The Husson Experience *** | 1 |
| HY 211 | American National Government | 3 |
| MI 214 | Microcomputer Spreadsheet Applications | 3 |
| MS 131 | Logic and Problem Solving | 3 |
| PH 110 | Introduction to Ethics | 3 |
| PY 111 | General Psychology | 3 |
| SY 201 | Principles of Sociology | 3 |
| Open Elective | | 3 |
| **Professional Courses** | | |
| PL 100 | Intro to Legal Studies * | 3 |
| PL 200 | Criminal Law * | 3 |
| PL 201 | Real Estate Law * | 3 |
| PL 203 | Civil Litigation * | 3 |
| PL 204 | Introduction to Wills, Estates, and Trusts * | 3 |
| PL 205 | Legal Research and Writing * | 3 |
| PL 498 | Paralegal Internship * | 3 |
| Total Hour | | 61 |

## Suggested Course Sequence

| **First Year** | | | |
|---|---|---|---|
| **Fall** | **Hours** | **Spring** | **Hours** |
| BA 201 | 3 | EH 124* | 3 |

| | | | |
|---|---|---|---|
| HY 211 | 3 | MI 214 | 3 |
| MS 131 | 3 | PL 200* | 3 |
| PL 100* | 3 | PL 201* | 3 |
| EH 123* | 3 | PY 111 | 3 |
| HE 111*** | 1 | | |
| | **16** | | **15** |

**Second Year**

| **Fall** | **Hours** | **Spring** | **Hours** |
|---|---|---|---|
| AC 120 | 3 | BA 311 | 3 |
| PL 203* | 3 | EH 200* | 3 |
| PL 204* | 3 | PH 110 | 3 |
| PL 205* | 3 | PL 498* | 3 |
| SY 201 | 3 | Open Elective | 3 |
| | **15** | | **15** |

Total Hours: 61

* "C" or better in all courses marked

*** Credit may not be required for degree completion.

# Paralegal, One-year Certificate

The Paralegal Certificate Program provides students with an understanding of the basic areas of law. Many students entering this program are changing careers and returning as non-traditional students. As such, they may not be able to maintain a full-time course load, nor do they need to complete a full degree in Paralegal Studies to obtain a job in a law office. This program also meets the needs of students who are already practicing as paralegals, but their employers would like them to expand their knowledge base. This program will enable paralegal students to earn a certificate in the area of paralegal studies. Students will be required to complete 36 credit hours (12 courses.)

Courses:

| | | |
|---|---|---|
| BA 201 (p. 93) | Business Law I | 3 |
| BA 202 (p. 93) | Business Law II | 3 |
| PL 100 (p. 93) | Intro to Legal Studies | 3 |
| PL 200 (p. 93) | Criminal Law | 3 |
| PL 201 (p. 93) | Real Estate Law | 3 |
| PL 203 (p. 93) | Civil Litigation | 3 |
| PL 204 (p. 93) | Introduction to Wills, Estates, and Trusts | 3 |
| PL 205 (p. 93) | Legal Research and Writing | 3 |
| PL 302 (p. 93) | Family Law | 3 |
| PL 403 (p. 93) | Advanced Legal Writing | 3 |
| PL 407 (p. 93) | Law Office Management | 3 |
| or PL 498 (p. 93) | Paralegal Internship | |
| Choose one of the following: | | 3 |
| PL 301 (p. 93) | Torts | |
| PL 405 (p. 93) | Workers Compensation | |
| PL Elective | | |
| Total Hour | | 36 |

# Sport Management

Husson University's Bachelor of Science in Sport Management, housed in the College of Business as part of the School of Hospitality, Sport, and Tourism Management, effectively blends these two distinct fields of study – sport and business administration – in an effort to prepare students for careers in this field. Our curriculum includes 45 semester hours of required General Business courses and 39 semester hours of required Sport Management coursework

The sport management curriculum emphasizes experiential learning through the practical assignments integrated into the sport management courses and Husson students are required to complete at least nine credit hours of internship experience with a

sport organization. Additionally, through collaboration with the National Interscholastic Athletic Administrators Association (NIAAA), student will complete the academic requirements for the NIAAA's Certified Athletic Administrator (CAA) and the Registered Athletic Administrator (RAA).

# B.S. Sport Management

Students will complete 124 credit hours, including 45 semester hours of required General Business courses and 39 semester hours of required Sport Management coursework in order to be prepared for their careers. The continued success of our graduates is based upon a solid foundation of business and liberal arts knowledge combined with essential experiential learning activities.

| | | |
|---|---|---|
| **General Education Courses** | | |
| CM 100 | Speech | 3 |
| CM 221 | Professional Communications | 3 |
| BA 211 | Microeconomics | 3 |
| BA 212 | Macroeconomics | 3 |
| EH 123 | Rhetoric and Composition I | 3 |
| EH 124 | Rhetoric and Composition II | 3 |
| EH 200 | Approaches to Literature | 3 |
| HE 111 | The Husson Experience *** | 1 |
| Select one of the following: | | 3 |
| MI 111 | Introduction to Microcomputing | |
| MI 214 | Microcomputer Spreadsheet Applications | |
| MI 245 | Desktop Publishing | 3 |
| MS 141 | Contemporary College Algebra | 4 |
| Select one of the following: | | 3 |
| MS 132 | Probability and Statistics | |
| MS 232 | Finite Mathematics | |
| SC 141 | Environmental Science | 3 |
| Global Elective | | 3 |
| Fine Arts Elective | | 3 |
| Foreign Culture and Conversation Elective | | 3 |
| Open Elective | | 3 |
| Co-curricular activity and/or community service | | |
| **General Business Courses** | | |
| AC 121 | Principles of Accounting I | 3 |
| AC 122 | Principles of Accounting II | 3 |
| AC 211 | Managerial Accounting | 3 |
| BA 101 | Introduction to Business | 3 |
| BA 202 | Business Law II | 3 |
| BA 302 | Business Ethics | 3 |
| BA 310 | Organization and Management | 3 |
| BA 321 | Marketing Principles | 3 |
| BA 362 | Financial Management I | 3 |
| BA 421 | Integrated Marketing Communication and Advertising | 3 |
| HA 301 | Supervision in Hospitality Management | 3 |
| **Sport Management Courses** | | |
| SM 101 | Intro to Sports Management | 3 |
| SM 201 | Introduction to Sport Law | 3 |
| SM 202 | Hospitality and Sport Facility Design and Management | 3 |
| SM 203 | Sport in Society | 3 |
| SM 307 | Sport Finance | 3 |
| SM 322 | Sport Marketing | 3 |
| SM 331 | Governance and Policy in Sport | 3 |
| SM 341 | Recreational Programing and Event Management | 3 |

| | | |
|---|---|---|
| SM 407 | Psychology of Sport | 3 |
| SM 409 | Leadership in Sports Organizations | 3 |
| SM 496 | Sports Management Internship | 3 |
| SM 497 | Intermediate Sport Management Internship | 3 |
| SM 498 | Advanced Sport Management Internship | 3 |
| HSTM Elective | | 3 |
| Total Hour | | 125 |

*** Credit may not be required for degree completion.

# Coaching Minor

The minor in coaching prepares students interested in pursuing a career in coaching. The minor includes study of the physical, social, medical, and strategies of coaching individual and team sports and the application of these principles in an actual coaching setting through a practicum experience. The minor fulfills the state of Maine coaching endorsement requirements.

| | | |
|---|---|---|
| SM 203 (p. 95) | Sport in Society | 3 |
| SM 300 (p. 95) | Principles & Qualities of Coaching | 3 |
| SM 304 (p. 95) | Principles of Sports Medicine | 3 |
| SM 407 (p. 95) | Psychology of Sport | 3 |
| SM 496 (p. 95) | Sports Management Internship | 3 |
| Sport Management Elective | | 3 |
| Total Hour | | 18 |

# Graduate Programs in the College of Business

The College of Business is pleased to offer a variety graduate programs in Business and Criminal Justice Administration.

- Master of Business Administration (MBA)
- Master of Business Administration (MBA) - Healthcare Management
- Master of Business Administration (MBA) - Hospitality Management
- Master of Business Administration (MBA) - Non-profit Management
- Master of Science in Criminal Justice Administration (MSCJA)

Please refer to the pages specific to the programs for more detailed information.

## College of Business Transfer Credit Policy

For graduate programs, credits which were earned more than five years from the time of application may not be transferable. All transfer credits will be reviewed by Directors of the Schools within the College of Business individually.

# Graduate Programs in Business

The Master of Business Administration Program reflects Husson's belief that a good education is more than a matter of theory and books. Active classrooms, courses tied closely to actual management experience, and a diverse student body representing various academic and industry backgrounds contribute to a broader, more useful education. Our program is distinguished by the following:

## Developing Essential Business Skills

The Master of Business Administration Program is a thirty-six credit graduate management curriculum designed to develop and strengthen skills in analysis, decision-making, and implementation. The program balances strengths in the traditional areas of accounting, finance, management, and marketing with careful attention to the development of skills in communication, interpersonal relations, and leadership essential to effective performance in organizations.

## Students from a Variety of Backgrounds

In the Master of Business Administration Program, there are no undergraduate prerequisites to graduate-level course work. Working professionals with bachelor's degrees from a wide range of fields find the program well suited for continuing professional development.

Admission

Application for admission to the Master of Business Administration Program at Husson should be made to:

The School of Graduate Studies

Husson University
One College Circle
Bangor, Maine 04401
1-800-4-HUSSON

To be admitted, an applicant must have received a baccalaureate degree from an accredited institution and possess a demonstrable ability and motivation to pursue graduate-level work. Evidence of such may include, but not be limited to:

- Letters of recommendation
- Previous college or university work
- Score on the Graduate Management Admissions Test (GMAT) or Graduate Record Examination (GRE). In lieu of the GMAT or GRE test results, the applicant may choose to take the academic leveling courses (ALC) and examinations from Peregrine Academic Services.*
- Resume (Optional)
- Statement of Purpose essay

(*The exam requirements *may* be waived for applicants possessing terminal degrees or significant professional experience, applicants transferring from an MBA program at another institution or for applicants graduating with a Husson University B.S. Business Administration degree within the last three years. Please contact Graduate Admissions for more details. All requests for a waiver will be reviewed by the committee on a case by case basis.)

An application is not considered complete until the following are received:

- An application with the $50 application fee
- Official transcripts from each college or university attended
- Two letters of recommendation
- Graduate Management Admissions Test (GMAT) results. (Academic Leveling Course (ALC) scores or Graduate Record Examination (GRE) scores may be submitted in lieu of the GMAT.)
- Immunization Records
- Statement of Purpose essay

## Status

An applicant’s admission status is one of the following:

*Regular:* Students whose applications are complete and who are accepted by the Graduate Admissions Committee without condition are admitted as regular graduate students.

*Conditional:* In reviewing a candidate’s application, the Graduate Admissions Committee may recommend that a student be accepted on a conditional basis. This status is assigned to those students who are taking graduate courses, but whose applications are not yet complete. Students who are awaiting the GMAT could be enrolled in this category. The letter of acceptance will contain the conditions that must be met before the student can be reclassified for regular status. No more than 6 credit hours in conditional status may be applied toward the master's degree.

*Non-degree:* This status is assigned to those students who are taking graduate courses, but who have not yet applied to the Master of Business Administration Program. Admission as a non-degree student does not necessarily mean that the student will be accepted as a regular student when and if application is made for such status. No more than 6 credit hours in non-degree status may be applied toward the master’s degree. Admission to non-degree status requires the submission of official undergraduate transcripts.

## Academic Standards

Students must maintain a “B” average (3.0) in order to continue in a graduate program. A student whose average falls below 3.0, who earns a grade lower than a “C,” or who earns more than two grades of “C” or “C+,” will be reviewed by the Graduate Academic Program Committee, which may dismiss the student or determine the conditions under which the student may continue in the program. No more than six credits of course work in the “C” range can be applied toward the master’s degree. A student who has not attained a grade point average of 3.0 or better at the end of his or her program of study will not graduate.

Students may elect to repeat courses in which they have received a grade of “C” or below, but may not attempt a course more than three times. The newly earned grade will replace the original grade in the calculation of a student’s cumulative grade-point average, regardless of whether the new grade earned is higher or lower than the previous grade. The former grade is retained as originally

recorded in the student's transcript. Students cannot repeat a course that has been removed from the curriculum unless another course has been designated as an approved alternative for the deleted course. When a student receives a failing grade (X, F, or FW) in a topics course (usually designated by a course number X99) and seeks to repeat the course, the Dean of the School in which the course was offered may authorize a comparable course to be taken as a substitute. The grade in the designated substitute course will replace the failing grade in calculating the cumulative grade-point average.

A student required to repeat a course will be charged full tuition for the course.

## Transfer Credit

Normally six credits of appropriate graduate-level course work, earned within five years of entry into the Husson program, may be transferred from an accredited institution, if the grades earned in such course work are "B" or better.

In special circumstances, an individual who has begun a graduate management program at another accredited institution may transfer up to nine credits from the program, if those credits have been earned within five years of the date of entry to the Husson program. Likewise, an individual who relocates out of the area may, with prior approval of the Dean, transfer back to the Husson program up to nine credits of graduate-level course work from an accredited institution in order to complete the requirements for the Master in Business Administration degree. Only credits earned in course work completed with a grade of "B" or better will be eligible for transfer.

## International Students

The international applicant is expected to submit the same credentials as other students, including transcripts of courses taken and examination results. If the documents are not in English, they must be accompanied by an English translation certified by the same issuing authority or by a reputable translation service.

Applicants whose native language is not English must demonstrate proficiency in reading, writing, speaking and understanding English. Successful completion of a minimum of four undergraduate courses at Husson University or another accredited U.S. College or university is required. Two of the courses must be in English, technical writing, or a related area. The remaining two courses must be in business or a related field. A grade of "C" or higher must be earned in each composition course and a grade of "B" or higher in each business course.

# Master of Business Administration

Established in 1978, the Master of Business Administration Program reflects Husson's long-standing commitment to education for leadership in business. The University believes such education is more than a matter of theory and books. Active classrooms, courses tied closely to actual management experience, and a diverse student body representing various academic and industry backgrounds contribute to a broader, more useful education.

Classes are scheduled on evenings, weekends and online to accommodate participants' work schedules. A part-time student can complete the program in two years without career interruption. The program is offered at the Husson Campus in Bangor, at the University's Southern Maine campus in Westbrook, at the Presque Isle Center, Online, and at selected other off-campus locations.

Husson University has affiliation agreements with Unity College which allow Unity College undergraduate students to take courses in the Master of Business Administration and the Master of Science in Criminal Justice Administration Programs. This enables these students to graduate with a Baccalaureate degree from Unity College and a Master's Degree from Husson University.

**Core Requirements**

The core curriculum in the Husson University Master of Business Administration Program consists of eight required courses. Four additional courses, selected from a range of electives, make up the thirty-six credits required for completion of the program.

Students with a strong background in one or more of the required course areas may, with approval, substitute an elective for the course(s) in question. The core curriculum is as follows:

| | | |
|---|---|---|
| BA 600 (p. 97) | Research Methods in Business and Education | 3 |
| BA 601 (p. 97) | Managerial Economics | 3 |
| BA 602 (p. 97) | Managerial Accounting | 3 |
| BA 605 (p. 97) | Management Communications | 3 |
| BA 625 (p. 97) | Global Strategic Management | 3 |
| BA 643 (p. 97) | Strategic Change Management | 3 |
| Select one of the following: | | 3 |
| BA 620 (p. 97) | Financial Management | |
| BA 703 (p. 97) | Financial Management in Healthcare Organizations | |
| Select one of the following: | | 3 |
| BA 621 (p. 97) | Marketing Management | |
| BA 712 (p. 97) | Strategic Marketing for Nonprofit Organizations | |

| | | |
|---|---|---|
| BA 720 (p. 97) | Advanced Sales and Marketing in Hospitality | |
| Graduate BA Electives | | 12 |
| Total Hour | | 36 |

For purposes of sequencing, the required core courses and the general management electives in the Master of Business Administration curriculum have been clustered into three categories.

Category I courses constitute a first-level platform in the curriculum and must be completed (unless waived) within the first eighteen credit hours and prior to enrollment in any Category II courses.

Category II contains selected functional and advanced subject area courses that require the foundation provided by Category I courses.

The third category contains all those general management courses that are open to enrollment at any point in a student's program of study. Some Category III courses do have specific prerequisites.

## Category I

| | | |
|---|---|---|
| BA 600 (p. 97) | Research Methods in Business and Education | 3 |
| BA 601 (p. 97) | Managerial Economics | 3 |
| BA 602 (p. 97) | Managerial Accounting | 3 |

## Category II

| | | |
|---|---|---|
| BA 620 (p. 97) | Financial Management | 3 |
| BA 621 (p. 97) | Marketing Management | 3 |
| BA 622 (p. 97) | Production Management | 3 |
| BA 625 (p. 97) | Global Strategic Management | 3 |
| BA 626 (p. 97) | Accounting in Planning, Budgeting and Control | 3 |
| BA 627 (p. 97) | Investment Analysis | 3 |
| BA 628 (p. 97) | New Venture Planning and Management | 3 |
| BA 643 (p. 97) | Strategic Change Management | 3 |

## Category III

| | | |
|---|---|---|
| BA 605 (p. 97) | Management Communications | 3 |
| BA 641 (p. 97) | Human Resource Management | 3 |
| BA 642 (p. 97) | Leadership in Business and Professions | 3 |
| BA 644 (p. 97) | Business Law | 3 |
| BA 646 (p. 97) | Current Issues in Business | 3 |
| BA 700 (p. 97) | Health Care Management | 3 |
| BA 701 (p. 97) | Legal Environment of Health Care Management | 3 |
| BA 702 (p. 97) | Health Care Economics | 3 |
| BA 703 (p. 97) | Financial Management in Healthcare Organizations | 3 |
| BA 710 (p. 97) | Law & Ethics for Non-Profit Organizations | 3 |
| BA 711 (p. 97) | Non-Profit Management and Leadership | 3 |
| BA 712 (p. 97) | Strategic Marketing for Nonprofit Organizations | 3 |
| BA 713 (p. 97) | Fundraising | 3 |
| BA 720 (p. 97) | Advanced Sales and Marketing in Hospitality | 3 |
| BA 721 (p. 97) | Convention Planning and Events Planning | 3 |
| BA 722 (p. 97) | Advanced Front Office Operations | 3 |
| BA 723 (p. 97) | Legal Issues in Hospitality Management | 3 |
| BA 724 (p. 97) | Managing Service in Food and Beverage Operations | 3 |
| BA 731 (p. 97) | Business and Information Technology | 3 |
| BA 799 (p. 97) | Topic/ | 3 |

# MBA Health Care Management

While the Master of Business Administration Program has been designed primarily for the education of management generalists, the curriculum does contain a specialized program option in healthcare management. Students who wish to focus their course work in healthcare management are expected to complete the Master of Business Administration core curriculum, take the four industry specific courses listed below, and complete one other elective course sufficient to satisfy the thirty-six credit hour requirement. The healthcare management courses are:

| | | |
|---|---|---|
| BA 700 (p. 99) | Health Care Management | 3 |
| BA 701 (p. 99) | Legal Environment of Health Care Management | 3 |
| BA 702 (p. 99) | Health Care Economics | 3 |
| BA 703 (p. 99) | Financial Management in Healthcare Organizations | 3 |

# MBA Hospitality Management

While the Master of Business Administration Program has been designed primarily for the education of management generalists, the curriculum does contain a specialized program option in hospitality & tourism management. Students who wish to focus their course work in the hospitality and tourism sector are expected to complete the Master of Business Adminstration core curriculum, take the five industry specific courses listed below, and complete a hospitality graduate directed practicum. The hospitality & tourism management courses are:

| | | |
|---|---|---|
| BA 720 (p. 99) | Advanced Sales and Marketing in Hospitality | 3 |
| BA 721 (p. 99) | Convention Planning and Events Planning | 3 |
| BA 722 (p. 99) | Advanced Front Office Operations | 3 |
| BA 723 (p. 99) | Legal Issues in Hospitality Management | 3 |
| BA 724 (p. 99) | Managing Service in Food and Beverage Operations | 3 |
| BA 729 (p. 99) | Hospitality Graduate Directed Practicum | 3 |

# MBA Nonprofit Management

Husson University has a long tradition of preparing leaders for organizations that must be adept at change, entrepreneurial in meeting opportunities, and skilled in making the most of available resources. That tradition has led the University to offer within the Master of Business Administration Program course work in the field of non-profit management. Students interested in studying management in the non-profit sector will complete the core courses in the Master of Business Administration curriculum and take a set of electives (listed below) that address roles, functions, and responsibilities particularly relevant to non-profit organizations. In addition, students will complete one other elective course sufficient to satisfy the thirty-six credit hour requirement.

| | | |
|---|---|---|
| BA 710 | Law & Ethics for Non-Profit Organizations | 3 |
| BA 711 | Non-Profit Management and Leadership | 3 |
| BA 712 | Strategic Marketing for Nonprofit Organizations | 3 |
| BA 713 | Fundraising | 3 |

# Graduate Program in Criminal Justice

The Master of Science in Criminal Justice Administration Program reflects Husson's long-standing commitment to education for professional leadership. The program was developed in response to the Law Enforcement community's expressed need to have education beyond the B.S. in Criminal Justice. Active classroom discussion, courses tied closely to field experience, and a diverse student body contribute to a relevant and outstanding educational experience.

In the program, there are no undergraduate prerequisites to graduate-level course work. Working professionals with bachelor's degrees from a wide range of fields find the program well suited to balancing current job demands with the need for continuing professional development. If a student does not have an undergraduate degree in Criminal Justice or a related degree or does not have experience working in a criminal justice related career field, then the student will need to take a graduate level introductory course on criminal justice professions and material related to law enforcement, corrections, and the court system. The student will complete 36 credits for this program.

Classes are scheduled on evenings and weekends to accommodate participants' work schedules. The part-time student can complete the program in two and one-half years without career interruption. The program is offered on the Husson Campus in Bangor, at the University's Southern Maine Center, and at selected other off-campus locations.

## Admission

Application for admission to the Master of Science in Criminal Justice Administration Program at Husson should be made to:

School of Graduate Studies
Husson University
One College Circle
Bangor, Maine 04401
1-866-567-5990

To be admitted, an applicant must have earned a baccalaureate degree from an accredited institution of higher education and must show promise of ability and motivation to pursue graduate-level work. This requirement is determined by the Graduate Committee based on the following factors:

- A personal interview with the Director of the M.S. in Criminal Justice Administration Program.
- Letters of recommendation.
- Previous college or university work.
- Score on the Graduate Management Admissions Test or Graduate Record Examination (GMAT or GRE).
- Previous work experience.

## Status

An applicant's admission status is one of the following:

*Regular:* Students whose applications are complete and who are accepted by the Graduate Admissions Committee without condition are admitted as regular graduate students.

*Conditional:* In reviewing a candidate's application, the Graduate Admissions Committee may recommend that a student be accepted on a conditional basis. The letter of acceptance will contain the conditions that must be met before the student can be reclassified for regular status.

*Non-degree:* This status is assigned to those students who are taking Husson University graduate courses for professional development or personal enrichment, but do not plan to formally apply to a program of study. Students who are awaiting the GMAT or GRE could be enrolled in this category. Admission as a non-degree student does not necessarily mean that the student will be accepted as a regular student when and if application is made for such status. No more than 6 hours in non-degree status may be applied toward the master's degree. Admission to non-degree status requires the submission of official undergraduate transcripts.

## Academic Standards

Students must maintain a "B" average (3.0) in order to continue in a graduate program. A student whose average falls below 3.0, who earns a grade lower than a "C," or who earns more than two grades of "C" or "C+," will be reviewed by the Graduate Academic Program Committee, which may dismiss the student or determine the conditions under which the student may continue in the program. No more than six credits of course work in the "C" range can be applied toward the master's degree. A student who has not attained a grade point average of 3.0 or better at the end of his or her program of study will not graduate.

## Transfer Credit

Normally six credits of appropriate graduate-level course work, earned within five years of entry into the Husson program, may be transferred from an accredited institution, if the grades earned in such course work are "B" or better.

In special circumstances, and individual who has begun a graduate program at another accredited institution may transfer up to nine credits from the program, if those credits have been earned within five years of the date of entry to the Husson program. Likewise, an individual who relocates out of the area may, with prior approval of the Dean, transfer back to the Husson program up to nine credits of graduate-level course work from an accredited institution in order to complete the requirements for the M.S. in Criminal Justice Administration degree. Only credits earned in course work completed with a grade of "B" or better will be eligible for transfer.

## Program Information

The core curriculum in the Husson University Master of Science in Criminal Justice Administration program consists of five Criminal Justice courses, and five required and two elective Graduate Business courses. Students with a strong background in one or more of the required course areas may, with approval, substitute an elective for the course(s) in question. NOTE: CJ 700 Introduction to Criminal Justice Administration is required in addition to the five Criminal Justice courses if the student has no prior school or work background in Criminal Justice. In addition to the CJ courses listed in the first box below, students may take special topics in Criminal

Justice courses (CJ 799) to fulfill the 5 CJ designated course requirement. Topics will vary but may include: Current Topics in Criminal Justice, Current Topics in Corrections, and Crime and the Media.

# M.S. in Criminal Justice Administration

The Master of Science in Criminal Justice Administration Program is a thirty-six credit graduate management curriculum designed to develop and strengthen skills in analysis, decision-making, and implementation. The program balances strengths in the traditional areas of law, budgeting, and policy-making, with careful attention to the development of skills in communication, interpersonal relations, psychology and leadership essential to effective performance in organizations. Students also have the opportunity to participate in experiential internships with organizations related to the Criminal Justice field that they choose.

The following classes must be completed for this degree program:

| | | |
|---|---|---|
| **Graduate Criminal Justice Courses** | | |
| CJ 717 | Graduate Capstone Course | 3 |
| Select five of the following: | | 15 |
| CJ 701 | Justice Administration and Information Systems | |
| CJ 703 | Labor and Employment Law | |
| CJ 705 | Leadership & Ethics | |
| CJ 707 | Public Policy and Planning | |
| CJ 709 | Advanced Criminological Theories | |
| CJ 710 | Criminal Justice Graduate Internship | |
| CJ 711 | White Collar Crime | |
| CJ 713 | Psychology and the Legal Environment | |
| CJ 715 | Corporate Security | |
| CJ 799 | Topic/ | |
| **Required Graduate Business Courses** | | |
| BA 600 | Research Methods in Business and Education | 3 |
| BA 602 | Managerial Accounting | 3 |
| BA 605 | Management Communications | 3 |
| BA 641 | Human Resource Management | 3 |
| **Elective Graduate Business Courses** | | |
| Select two of the following: | | 6 |
| BA 601 | Managerial Economics | |
| BA 620 | Financial Management | |
| BA 642 | Leadership in Business and Professions | |
| BA 643 | Strategic Change Management | |
| BA 644 | Business Law | |
| BA 646 | Current Issues in Business | |
| BA 710 | Law & Ethics for Non-Profit Organizations | |
| BA 799 | Topic/ | |
| BA Elective | | |
| Total Hour | | 36 |

# The College of Health & Education

Cheryl Adams 1998

B.S. Florida International University

M.H.S. University of Indianapolis

"Dr of Science - Physical Therapy - University of Maryland, Baltimore"

Travis Allen 2011

B.S. University of Maine Presque Isle

M.Ed. Univesity of Maine

working on doctoral dissertation at University of Maine

Cynthia Connelley 2007

B.S. Springfield College

M.S. University of North Carolina at Charlotte

Ed.D. Tennessee State University

Mikal Crawford 2009

BS Western Virginia University

M.S. Frostburg State College

Ed. D. University of Maine

Kimberly Davis 2003

B.S. University of New England

M.S.O.T. University of New Hampshire

O.T.D. Rocky Mountain University of Health Professions

Carolyn Dorfman 2012

B.A. University of Colorado

M.S. Colorado State University

Ph.D. Capella University

Deborah Drew 2007

B.S. undergraduate degree in history University of Maine

University of Maine master's degree M. Ed. Counselor Education

University of Maine doctoral degree Ed. D. Counselor Education

Laurie Eddy 2006

B.S.N. University of Maine

M.S.N. University of Maine

Cathleen Goebel 2011

B.S.N. University of Connecticut

M.S.N. Rush University

Suzanne Gordon 1995

"B.S. University of Missouri, Columbia"

M.A. University of North Carolina

Ed.D. University of Maine

Nancy Grover 1985

B.S.N. Hunter College

M.S.N. Yale University

Post Master's Certificate - Husson College

Valerie Herbert 2006

B.S.N. Troy State

M.S.N. St. Joseph's College

Christine Hubbard 2006

B.S. Tufts University

M.A. Tufts University

O.T.D. Rocky Mountain University of Health Professions

Mary Jude 2011

B.S. University of the State of New York Regents College

"MSN University of Maine, MPH Loma Linda University/ FNP-C, PA University of North Dakota"

Cavenaugh Kelly 2014

B.S. University of Southern Maine

M.S. Lewiston Auburn College

Kelly Mead 2008

B.S. University of Maine

M.Ed. University of Maine

Barbara Moody 2011

B.S. St. Michael's College

"M.Ed. University of Alaska, Anchorage"

Ph.D. student at University of Maine

Karen Morren 2000

B.S. Biology Albright College

M.P.T. - Hahnemann University

D.P.T. Simmons College

Laurie Mouradian 2010

B.S. Tuft's University

Sc.D. Boston University

Moira O'Neil 2012

"B.S.N. University of the District of Columbia, BA Castleton State College"

M.S.N. Yale University

Ph.D. Yale University

Margaret Olson 2010

B.S. Marquette University

M.Ed. University of Maine

Ph.D. University of Maine

Jeanne-Ann Ouellette 2011

B.S.N. University of Maine

M.S.N. University of Maine

Cynthia Peterson 2001

B.S. Husson University

M.S. Arizona State University

Valerie Sauda 2014

B.A. University of Southern Maine

M.S. University of Southern Maine

Arthur Schwarcz 1999

B.S. York University

M.A. Indiana State University

Ph.D. University of Iowa

Wayne Scott 2009

B.A. University of Delaware

M.P.T. University of Delaware

Doctor of Philosophy University of Delaware

Ben Sidaway 1996

B.Sc. Loughborough University of Technology

M.A. University of North Carolina - Chapel Hill & M.S.P.T. Husson College

Ph.D. Penn State University

Sondra Siegel 1998

B.A. University of California at Berkeley & B.S. Washington University

Ph.D. Emory University

Margaret Smith 2010

B.S. Towson University

M.A. University of Maine

O.T.D. Rocky Mountain University of Health Professions

Connie Sprague 2001

B.S.N. University of Maine

M.S.N. Boston University

Kimberly Steinbarger 2008

B.S. Daemen College

M.H.S. University of Indianapolis

Cathy Stucker 2014

B.S. Indiana University

D.Sc. Andrews University

Mary Tedesco-Schneck 2003

B.S. Rutgers College of Nursing

M.S. Seton Hall University

working towards Ed.D. University of Maine

Shelly Tennett 2008

B.S. University of Maine

M.Ed University of Maine

Chad Tiernan 2012

B.S. University of Michigan

M.S. University of Michigan

Ph.D. University of Michigan

Deborah Whittemore 2006

B.S. University of Bridgeport

M.S. Boston College

Sandip Wilson 2003

B.A. Pomona College

M.Ed. Cambridge College

Ed.D. University of Maine

John Yasenchak 2011

M.A. Fordham University

Ed. D. University of Maine Counselor Education

# Undergraduate Programs in the College of Health & Education

## The Health Programs

- Nursing
  - B.S. in Nursing (Husson/EMMC)
- Occupational Therapy
  - M.S. in Occupational Therapy/B.S. in Healthcare Studies
- Physical Therapy
  - Doctor in Physical Therapy/B.S. in Kinesiology

## The Education Programs

- B.S. Elementary Education (K-8)
- B.S. Educational Studies (non-teaching track)
  - Elementary Education
  - Career and Technical Education
  - Physical Education
- B.S. Health Education (K-12)
- B.S. Physical Education
- B.S. in Secondary Education, with concentrations in:
  - English (7-12)
  - Life Sciences (7-12)
  - Physical Science (7-12)

# Education

## Features of the Programs

The Teacher Education Program options are carefully designed to prepare future teachers to work with our nation's youth. Graduates of certification programs will become eligible to be licensed in Maine and/or in other states. Pre-service teachers are immersed in real-life applications while learning the theory, methods, and characteristics of diverse classroom settings. They are instilled with an enthusiasm for the teaching profession and a strengthened commitment to working successfully and supportively with children in a dynamic public or private school setting.

Husson's program features integrated learning experiences, including several field placements in local schools. Throughout the coursework, students are exposed to curriculum frameworks of various national and state standards such as the Maine Learning Results and local assessment systems. During coursework and field experiences, pre-service teachers become increasingly knowledgeable in theoretical models, curriculum and assessment practices, classroom management, differentiated instruction, and professional collaboration.

The comprehensive program cultivates an impressive conceptual framework and develops in students a repertoire of practical instructional strategies for powerful lesson planning. Graduates from the School of Education are equipped to compete for teaching positions in Maine as well as nationally. They begin their careers as confident, effective teachers ready to embrace their role in preparing their own students for work, higher education, citizenship, and personal fulfillment.

## Requirements of the Program

Teacher education majors must earn an overall 2.5 cumulative grade-point average and must pass all education courses with a C+ (77%) or better. Transfer students must complete a minimum of 30 credit hours at Husson to be eligible for graduation.

There are three categories of course offerings within the Husson program: general education, professional education and teaching specific content. Consistent with state teacher certification standards, undergraduates are expected to complete at least 60 hours of liberal arts coursework. The education core requires at least an additional 63 - 64 hours of courses within the School of Education, which includes the clinical, practicum, and student teaching experiences.

## Clinical, Practicum, and Student Teaching Experiences

Pre-service teachers must complete one non-credit clinical experience, three one-credit-hour practicum experiences, and two student teaching placements with a capstone worth a total of 15 credit hours.

### Clinical Experiences

Firsthand opportunities allow students to observe and be proactively involved in one or two schools for a total of 30 hours. The clinical experience is an essential component of the teacher candidacy application to the Teacher Education programs.

### Practicum Experiences

These experiences move students beyond the observation stage. Students participate as teaching assistants and will occasionally receive teaching assignments under the direction of the mentor teachers. They are completed in conjunction with course experiences, ensuring there are rich opportunities to connect theory to practice. Class assignments are carefully linked to field placement work.

| | | |
|---|---|---|
| ED 310 | Educational Practicum I | 1 |
| ED 320 | Education Practicum II | 1 |
| ED 430 | Educational Practicum III | 1 |

### Student Teaching

Student teaching consists of two field placements for a total of sixteen weeks. The objective is for students to experience varied grade level assignments. Students will produce an electronic portfolio at the end of each student teaching experience. Embedded within this semester is a seminar in teaching course, for which students are required to return to campus. This course is designed to provide education students with the opportunity to reflect upon and assess their knowledge, skills, and attitudes in the teacher preparation process. This is the capstone course in the Teacher Education program, completed during the final semester.

ED 450 Student Teaching/Seminar in Teaching

# B.S. Elementary Education (K-8)

Pre-service teachers eager to share their own love of learning with children in grades K through 8 will receive comprehensive preparation for this exciting career. During the program, they are exposed to school-based experiences in the elementary and middle school levels. The education courses and field experiences emphasize concepts of developmentally appropriate practices, effective grouping techniques, integrating curricular instruction, utilizing technology as a learning tool, and implementation of a balanced literacy program. Because student needs are diverse, the responsive teacher must possess strategies for differentiating instruction and for capitalizing upon student learning styles within a regular classroom setting. Graduates should flexibly and strategically apply their knowledge in ways that motivate all students to propel their achievement.

A collection of practical resources and ideas result from the cumulative experiences of the program. Frequent interactions with current teachers in the field are prioritized. There are continuous opportunities for both formal and informal reflection – a critical quality of the most effective teachers. Pre-service teachers practice the habit of reflecting upon their own learning process and the array of instructional decisions and outcomes with elementary students with whom they work.

| | | |
|---|---|---|
| **General Education Courses** | | |
| EH 123 (p. 107) | Rhetoric and Composition I | 3 |
| EH 124 (p. 107) | Rhetoric and Composition II | 3 |
| EH 200 (p. 107) | Approaches to Literature | 3 |
| HE 111 (p. 107) | The Husson Experience *** | 1 |
| HY 101 (p. 107) | History of Western Civilization | 3 |
| HY 111 (p. 107) | United States History I | 3 |
| HY 210 (p. 107) | World Geography | 3 |
| MS 115 (p. 107) | Quantitative Literacy | 3 |
| MS 132 (p. 107) | Probability and Statistics | 3 |
| MS 141 (p. 107) | Contemporary College Algebra | 4 |
| PH 110 (p. 107) | Introduction to Ethics | 3 |
| PY 111 (p. 107) | General Psychology | 3 |
| PY 141 (p. 107) | Human Growth and Development | 3 |
| SC 104 (p. 107) | Organismal Biology | 3 |
| SC 261 (p. 107) | Integrated Physical Science I | 3 |
| Fine Arts Elective | | 3 |
| Foreign Culture and Conversation Elective | | 3 |
| Cocurricular and/or Community Service | | |
| **Education Courses** | | |
| ED 201 (p. 107) | Phil Foundations of Education (Clinical Placement) | 3 |
| ED 204 (p. 107) & ED 310 (p. 107) | Classroom Management and Educational Practicum I | 4 |
| ED 230 (p. 107) | Children's Literature | 3 |
| ED 231 (p. 107) | Curriculum & Instruction | 3 |
| ED 307 (p. 107) | Technology in Education | 3 |
| ED 314 (p. 107) | Assessment Practices | 3 |
| ED 316 (p. 107) | Methods in Science ^ | 3 |

| | | |
|---|---|---|
| ED 320 (p. 107) | Education Practicum II ^ | 1 |
| ED 321 (p. 107) | Educating Exceptional Students | 3 |
| ED 332 (p. 107) | Teaching Writing in the Schools ^^ | 3 |
| ED 389 (p. 107) | Educational Psychology | 3 |
| ED 404 (p. 107) | Methods in Reading ^^ | 3 |
| ED 408 (p. 107) | Methods in Language Arts * | 3 |
| ED 409 (p. 107) | Methods in Mathematics ^ | 3 |
| ED 415 (p. 107) | Methods in Social Studies | 3 |
| ED 430 (p. 107) | Educational Practicum III ^^ | 1 |
| ED 450 (p. 107) | Student Teaching/Seminar in Teaching | 15 |
| Content Electives for area of HQ Concentration | | 15 |
| Total Hour | | 125 |

Note:

* For HQ in Science take SC elective in place of ED 408
^ Practicum II taken with ED 316 or ED 409
^^ Practicum III taken with ED 332 or ED 404
*** Credit may not be required for degree completion.

# B.S. in Health Education (K-12)

The B.S. in Health Education is designed to prepare students to successfully complete licensure to obtain teacher certification in K-12 health education in the State of Maine.

## Program Curriculum

Students enrolled in the B.S. in Health Education are required to maintain an overall 2.5 GPA and the same in the major courses. Transfer students must complete a minimum of 30 credit hours at Husson.

| | | |
|---|---|---|
| **General Education Courses** | | |
| EH 123 (p. 108) | Rhetoric and Composition I | 3 |
| EH 124 (p. 108) | Rhetoric and Composition II | 3 |
| EH 200 (p. 108) | Approaches to Literature | 3 |
| HE 111 (p. 108) | The Husson Experience *** | 1 |
| MS 115 (p. 108) | Quantitative Literacy | 3 |
| MS 141 (p. 108) | Contemporary College Algebra | 4 |
| PH 110 (p. 108) | Introduction to Ethics | 3 |
| PY 111 (p. 108) | General Psychology | 3 |
| PY 141 (p. 108) | Human Growth and Development | 3 |
| SC 104 (p. 108) | Organismal Biology | 3 |
| SY 201 (p. 108) | Principles of Sociology | 3 |
| Foreign Culture and Conversation Elective | | 3 |
| History Elective | | 3 |
| Co-curricular activity and/or community service | | |
| **Professional Courses** | | |
| ED 201 (p. 108) | Phil Foundations of Education (Clinical Placement) | 3 |
| ED 213 (p. 108) | Curriculum and Evaluation in Health and Physical Education | 3 |
| ED 222 (p. 108) & ED 223 (p. 108) | Personal Health & Fitness and PE/Health Practicum I | 4 |
| ED 307 (p. 108) | Technology in Education | 3 |
| ED 321 (p. 108) | Educating Exceptional Students | 3 |
| ED 330 (p. 108) | Substance Abuse and Prevention | 3 |

| | | |
|---|---|---|
| ED 350 (p. 108) & ED 323 (p. 108) | Teaching Elementary and Secondary Health Education and PE/Health Practicum II | 4 |
| ED 389 (p. 108) | Educational Psychology | 3 |
| ED 410 (p. 108) & ED 423 (p. 108) | Assessment in Health and Physical Education and PE/Health Practicum III | 4 |
| ED 440 (p. 108) | Disease Prevention & Health Promotion | 3 |
| ED 441 (p. 108) | Community Health | 3 |
| ED 444 (p. 108) | Individual Sports & Lifetime Activities | 3 |
| ED 445 (p. 108) | Comprehensive School Health | 3 |
| ED 450 (p. 108) | Student Teaching/Seminar in Teaching | 15 |
| ED 499 (p. 108) | Topic/ (First Aid Sport Med) | 3 |
| SC 101 (p. 108) | Introduction to Nutrition | 3 |
| SC 120 (p. 108) & SL 120 (p. 108) | Functional Anatomy and Physiology and Functional Anatomy and Physiology Lab | 4 |
| SC 292 (p. 108) | Epidemiology | 3 |
| SC 330 (p. 108) | Exercise Physiology | 3 |
| SC 360 (p. 108) | Biomechanics & Kinesiology in Human Performance | 3 |
| SC 410 (p. 108) | Motor Learning in Human Performance | 3 |
| Health Electives | | 6 |
| Total Hour | | 123 |

*** Credit may not be required for degree completion.

# B.S. Physical Education (K-12)

## Features of the Program

Husson's Physical Education major is designed to prepare graduates to become certified to teach students in schools as well as recreational settings. Through a series of health/wellness, sports, dance, and fitness classes, the program cultivates the conceptual knowledge and performance skills applied during clinical experiences with diverse student populations. Habits of a healthy lifestyle are encouraged. Pre-service teachers are equipped with strategies for working with the K-12 span of developmental capabilities, including individuals with special needs. Graduates can then consider the option of advanced study in physical education and exercise science.

## Bachelor of Science in Physical Education

| | | |
|---|---|---|
| **General Education Courses** | | |
| EH 123 (p. 109) | Rhetoric and Composition I | 3 |
| EH 124 (p. 109) | Rhetoric and Composition II | 3 |
| EH 200 (p. 109) | Approaches to Literature | 3 |
| HE 111 (p. 109) | The Husson Experience *** | 1 |
| MS 141 (p. 109) | Contemporary College Algebra | 4 |
| MS 115 (p. 109) | Quantitative Literacy | 3 |
| PH 110 (p. 109) | Introduction to Ethics | 3 |
| PY 111 (p. 109) | General Psychology | 3 |
| PY 141 (p. 109) | Human Growth and Development | 3 |
| SC 101 (p. 109) | Introduction to Nutrition | 3 |
| SC 104 (p. 109) | Organismal Biology | 3 |
| SC 120 (p. 109) & SL 120 (p. 109) | Functional Anatomy and Physiology and Functional Anatomy and Physiology Lab | 4 |
| SC 330 (p. 109) | Exercise Physiology | 3 |
| SC 360 (p. 109) | Biomechanics & Kinesiology in Human Performance | 3 |
| SC 410 (p. 109) | Motor Learning in Human Performance | 3 |
| SY 201 (p. 109) | Principles of Sociology | 3 |
| Fine Arts Elective | | 3 |
| Foreign LangCulture and Conversation Elective | | 3 |

| | | |
|---|---|---|
| Health Electives | | 6 |
| History Elective | | 3 |
| **Professional Courses** | | |
| ED 201 (p. 109) | Phil Foundations of Education (Clinical Placement) | 3 |
| ED 202 (p. 109) | Methods of Teaching Outdoor and Adventure Education | 3 |
| ED 208 (p. 109) | Skills Activities | 3 |
| ED 213 (p. 109) | Curriculum and Evaluation in Health and Physical Education | 3 |
| ED 222 (p. 109) | Personal Health & Fitness | 3 |
| ED 240 (p. 109) | History and Philosophy of Physical Education | 3 |
| ED 243 (p. 109) | Team Sports/Tech & Strategies | 3 |
| ED 302 (p. 109) & ED 423 (p. 109) | Adapted and Developmentally-Appropriate Physical Education and PE/Health Practicum III | 4 |
| ED 321 (p. 109) | Educating Exceptional Students | 3 |
| ED 389 (p. 109) | Educational Psychology | 3 |
| ED 410 (p. 109) | Assessment in Health and Physical Education | 3 |
| ED 444 (p. 109) | Individual Sports & Lifetime Activities | 3 |
| ED 446 (p. 109) & ED 223 (p. 109) | Elementary P.E. Methods and PE/Health Practicum I | 4 |
| ED 447 (p. 109) & ED 323 (p. 109) | Secondary P.E. Methods and PE/Health Practicum II | 4 |
| ED 450 (p. 109) | Student Teaching/Seminar in Teaching | 15 |
| ED 499 (p. 109) | Topic/ (First Aid and Sports Medicine) | 3 |
| Total Hour | | 126 |

*** Credit may not be required for degree completion.

# B.S. Secondary Education

The B.S. in Secondary Education prepares students for Maine licensure to teach grades 7 through 12. Students may attain endorsements under Chapter 115 in the following areas: English, Life Science, and Physical Science. To prepare students for teacher certification, the College has developed concentrations with courses that enhance knowledge in those fields.

## Program Outline

The program outline indicates the types of courses students need to take in Secondary Education. A significant number of required courses in the first two years are liberal arts courses. Starting from the third year, students will begin to take the professional educational courses and the courses related to their concentration. Student teaching is one of the experiential learning requirements, and the seminar in teaching is for developing an exit portfolio based on the cumulative experiences students have had to indicate their accomplishment in the program. These are scheduled in the final semester of study.

The program experiences in Secondary Education include four areas:

*Liberal Arts: General Education Courses*

A strong liberal arts experience is essential to the success of being a secondary education teacher. Liberal arts courses include experiences in English, mathematics, sciences, psychology, ethics, and micro-computing. These are the foundation of a well-rounded, professional secondary education teacher.

*Professional Educational Courses*

Professional educational courses prepare teachers to be conversant with the philosophy of education, educational processes, standards, and technology as defined by the State of Maine Learning Results for the 21st century educators. Courses in these areas include philosophical foundations of education, educational psychology, educating exceptional students, assessment, curriculum and instruction, and seminar in teaching.

*Secondary Education – English, Life Science, Physical Science Core Courses*

There are specialized courses in the program to prepare students for specific endorsements from the State of Maine. They are designed to provide a solid foundation in English, Life Science or Physical Science education. Teaching skills, methods, curriculum, instruction, and assessment for junior and high school are emphasized.

*Clinical Experience, Practica, and Student Teaching*

There is one non-credit clinical experience, three one hour credit practica, and a twelve hour credit student teaching experience.

**Clinical Experience**

Firsthand opportunities allow students to observe and be proactively involved in schools for a total of 30 hours. The clinical experience is an essential component of the teacher candidacy application to the Teacher Education programs.

**Practicum experience**

The three practicum experiences go beyond the observation stage. Students will occasionally be given teaching assignments under the direction of the preceptors. At the end of each experience, students will be evaluated on their performance in lesson planning, delivery, and student assessment.

**Student teaching**

Student teaching will consist of two placements for a total of sixteen weeks. The objective for the two field placements is for the students to experience the junior/middle school and high school grade levels. Students will produce a portfolio at the end of their student teaching experiences. In conjunction with the teaching experiences, students are required to participate in an on-campus seminar in teaching. This capstone course is designed to provide education students with the opportunity to reflect and assess their knowledge, skills and attitude in teacher preparation. As students engage in student teaching in schools, they will bring back a wealth of experiences that can be discussed in this class to enhance each others' learning. Each student in the class will be videotaped once during their student teaching placement. The visual information will be discussed in the class. Appropriate feedback in curriculum organization, lesson planning, assessment, communication skills, and management strategies will be provided by fellow students and the instructor. The comprehensive portfolios created by student teachers will be used for class discussion. This course is designed around the Maine Standards for Teacher Certification from the State Board of Education.

# B.S. in Secondary Education English Concentration (7-12)

| | | |
|---|---|---|
| **General Education Courses** | | |
| EH 123 (p. 111) | Rhetoric and Composition I | 3 |
| EH 124 (p. 111) | Rhetoric and Composition II | 3 |
| EH 200 (p. 111) | Approaches to Literature | 3 |
| HE 111 (p. 111) | The Husson Experience *** | 1 |
| HY 111 (p. 111) | United States History I | 3 |
| HY 210 (p. 111) | World Geography | 3 |
| MS 132 (p. 111) | Probability and Statistics | 3 |
| MS 141 (p. 111) | Contemporary College Algebra | 4 |
| PH 110 (p. 111) | Introduction to Ethics | 3 |
| PY 111 (p. 111) | General Psychology | 3 |
| PY 346 (p. 111) | Adolescent Psychology | 3 |
| SC 104 (p. 111) | Organismal Biology | 3 |
| SY 201 (p. 111) | Principles of Sociology | 3 |
| Fine Arts Elective | | 3 |
| Foreign Culture and Conversation Elective | | 3 |
| Science Elective | | 3 |
| **Education Courses** | | |
| ED 201 (p. 111) | Phil Foundations of Education (Clinical Placement) | 3 |
| ED 204 (p. 111) & ED 310 (p. 111) | Classroom Management and Educational Practicum I | 4 |
| ED 230 (p. 111) | Children's Literature | 3 |
| ED 231 (p. 111) | Curriculum & Instruction | 3 |
| ED 307 (p. 111) | Technology in Education | 3 |
| ED 314 (p. 111) | Assessment Practices | 3 |

| | | |
|---|---|---|
| ED 319 (p. 111) & ED 430 (p. 111) | Methods in Secondary English and Educational Practicum III | 4 |
| ED 321 (p. 111) | Educating Exceptional Students | 3 |
| ED 332 (p. 111) | Teaching Writing in the Schools | 3 |
| ED 389 (p. 111) | Educational Psychology | 3 |
| ED 404 (p. 111) & ED 320 (p. 111) | Methods in Reading and Education Practicum II | 4 |
| ED 450 (p. 111) | Student Teaching/Seminar in Teaching | 15 |
| **Other Required Courses** | | |
| EH 229 (p. 111) | Introduction to Poetry | 3 |
| EH 230 (p. 111) | Introduction to the Short Story | 3 |
| EH 234 (p. 111) | American Literature I | 3 |
| EH 235 (p. 111) | American Literature II | 3 |
| EH 241 (p. 111) | British Literature I | 3 |
| EH 275 (p. 111) | Creative Writing Workshop | 3 |
| EH 311 (p. 111) | Topics in Professional Communication | 3 |
| English Elective | | 3 |
| Open Elective | | 3 |
| Total Hour | | 125 |

*** Credit may not be required for degree completion.

# B.S. in Secondary Education Life Sciences Concentration (7-12)

| | | |
|---|---|---|
| **General Education Courses** | | |
| EH 123 (p. 112) | Rhetoric and Composition I | 3 |
| EH 124 (p. 112) | Rhetoric and Composition II | 3 |
| EH 200 (p. 112) | Approaches to Literature | 3 |
| HE 111 (p. 112) | The Husson Experience *** | 1 |
| HY 111 (p. 112) | United States History I | 3 |
| HY 210 (p. 112) | World Geography | 3 |
| MS 132 (p. 112) | Probability and Statistics | 3 |
| MS 141 (p. 112) | Contemporary College Algebra | 4 |
| PH 110 (p. 112) | Introduction to Ethics | 3 |
| PY 111 (p. 112) | General Psychology | 3 |
| PY 141 (p. 112) | Human Growth and Development | 3 |
| SC 191 (p. 112) & SL 191 (p. 112) | General Biology I and General Biology Lab I | 4 |
| SY 201 (p. 112) | Principles of Sociology | 3 |
| Fine Arts Elective | | 3 |
| Foreign Culture and Conversation Elective | | 3 |
| Cocurricular and/or Community Service | | |
| **Professional Education Courses** | | |
| ED 201 (p. 112) | Phil Foundations of Education (Clinical Placement) | 3 |
| ED 204 (p. 112) & ED 310 (p. 112) | Classroom Management and Educational Practicum I | 4 |
| ED 231 (p. 112) | Curriculum & Instruction | 3 |
| ED 307 (p. 112) | Technology in Education | 3 |
| ED 314 (p. 112) | Assessment Practices | 3 |
| ED 317 (p. 112) & ED 320 (p. 112) | Methods in Secondary Science and Education Practicum II | 4 |
| ED 321 (p. 112) | Educating Exceptional Students | 3 |

| | | |
|---|---|---|
| ED 332 (p. 112) & ED 430 (p. 112) | Teaching Writing in the Schools and Educational Practicum III | 4 |
| ED 389 (p. 112) | Educational Psychology | 3 |
| ED 450 (p. 112) | Student Teaching/Seminar in Teaching | 15 |
| **Concentrations** | | |
| SC 101 (p. 112) | Introduction to Nutrition | 3 |
| SC 120 (p. 112) & SL 120 (p. 112) | Functional Anatomy and Physiology and Functional Anatomy and Physiology Lab | 4 |
| SC 151 (p. 112) | Conceptual Physics | 3 |
| SC 180 (p. 112) & SL 180 (p. 112) | Principles of Gen Chemistry and Prin of Gen Chemistry Lab I | 4 |
| SC 192 (p. 112) & SL 192 (p. 112) | General Biology II and General Biology Lab II | 4 |
| SC 240 (p. 112) & SL 240 (p. 112) | Ecology and Ecology Lab | 4 |
| SC 241 (p. 112) & SL 241 (p. 112) | Microbiology and Microbiology Lab | 4 |
| SC 291 (p. 112) | Cell Biology | 3 |
| **Other Required Courses** | | |
| Choose one of the following: | | 3-4 |
| SC 141 (p. 112) | Environmental Science | |
| SC 202 (p. 112) | Science Immersion | |
| SC 210 (p. 112) & SL 210 (p. 112) | Marine Biology and Marine Biology Laboratory | |
| Total Hour | | 122-123 |

*** Credit may not be required for degree completion.

# B.S. in Secondary Education Physical Science Concentration (7-12)

| | | |
|---|---|---|
| **General Education Courses** | | |
| EH 123 (p. 113) | Rhetoric and Composition I | 3 |
| EH 124 (p. 113) | Rhetoric and Composition II | 3 |
| EH 200 (p. 113) | Approaches to Literature | 3 |
| HE 111 (p. 113) | The Husson Experience *** | 1 |
| MS 132 (p. 113) | Probability and Statistics | 3 |
| MS 141 (p. 113) | Contemporary College Algebra | 4 |
| MS 243 (p. 113) | Trigonometry | 1 |
| PH 110 (p. 113) | Introduction to Ethics | 3 |
| PY 111 (p. 113) | General Psychology | 3 |
| PY 346 (p. 113) | Adolescent Psychology | 3 |
| SC 141 (p. 113) | Environmental Science | 3 |
| SY 201 (p. 113) | Principles of Sociology | 3 |
| HY | History Elective | 3 |
| Fine Arts Course | | 3 |
| Foreign Culture and Conversation | | 3 |
| **Education Courses** | | |
| ED 201 (p. 113) | Phil Foundations of Education (Clinical Placement) | 3 |
| ED 204 (p. 113) & ED 310 (p. 113) | Classroom Management and Educational Practicum I | 4 |
| ED 231 (p. 113) | Curriculum & Instruction | 3 |
| ED 307 (p. 113) | Technology in Education | 3 |
| ED 314 (p. 113) | Assessment Practices | 3 |

| | | |
|---|---|---|
| ED 317 (p. 113) & ED 320 (p. 113) | Methods in Secondary Science and Education Practicum II | 4 |
| ED 321 (p. 113) | Educating Exceptional Students | 3 |
| ED 332 (p. 113) & ED 430 (p. 113) | Teaching Writing in the Schools and Educational Practicum III | 4 |
| ED 389 (p. 113) | Educational Psychology | 3 |
| ED 450 (p. 113) | Student Teaching/Seminar in Teaching | 15 |
| **Concentrations** | | |
| SC 135 (p. 113) | Introduction to Meteorology | 3 |
| SC 150 (p. 113) | Astronomy of the Solar System | 3 |
| SC 181 (p. 113) & SL 181 (p. 113) | Chemistry I and Chemistry Lab I | 4 |
| SC 182 (p. 113) & SL 182 (p. 113) | Chemistry II and Chemistry Lab II | 4 |
| SC 271 (p. 113) & SL 271 (p. 113) | Physics I and Physics Lab I | 4 |
| SC 272 (p. 113) & SL 272 (p. 113) | Physics II and Physics Lab II | 4 |
| SC 291 (p. 113) | Cell Biology | 3 |
| SC 362 (p. 113) | Dynamics of the Earth | 3 |
| SC 381 (p. 113) & SL 381 (p. 113) | Organic Chemistry I and Organic Chemistry I Lab | 4 |
| SC 394 (p. 113) & SL 394 (p. 113) | Analytical Chemistry and Analytical Chemistry Lab | 5 |
| Total Hour | | 124 |

*** Credit may not be required for degree completion.

# B.S. Educational Studies

The educational studies major offers students within the School of Education the option of three different concentrations for those interested in teaching in a non-classroom setting. The program would allow concentrations in Physical Education, Elementary Education, and Career and Technical Education (CTE). In lieu of student teaching, a student could take a three to six credit internship that would provide exposure to educational settings outside of the regular school environment like the YMCA, Maine Discovery Museum, and Municipal Recreation Departments. Students would also be able to take nine to twelve credits worth of electives. This program is uniquely designed to allow students the option of exiting and then returning to their initial program, providing they have fulfilled the established requirements.

The B.S. in Educational Studies will require a minimum 2.2 GPA. Educational Studies will allow those students who have not met the Maine Department of Education certification requirements to obtain a bachelor's degree that will provide them with career options in both the public and private sectors.

# B.S. Educational Studies - Concentration in CTE

| | | |
|---|---|---|
| General Education Courses | | |
| EH 123 (p. 114) | Rhetoric and Composition I | 3 |
| EH 124 (p. 114) | Rhetoric and Composition II | 3 |
| EH 200 (p. 114) | Approaches to Literature | 3 |
| HE 111 (p. 114) | The Husson Experience *** | 1 |
| HY 101 (p. 114) | History of Western Civilization | 3 |
| HY 111 (p. 114) | United States History I | 3 |
| HY 210 (p. 114) | World Geography | 3 |
| MS 115 (p. 114) | Quantitative Literacy | 3 |
| MS 132 (p. 114) | Probability and Statistics | 3 |
| MS 141 (p. 114) | Contemporary College Algebra | 4 |

| | | |
|---|---|---|
| PH 110 (p. 114) | Introduction to Ethics | 3 |
| PY 111 (p. 114) | General Psychology | 3 |
| PY 141 (p. 114) | Human Growth and Development | 3 |
| SY 201 (p. 114) | Principles of Sociology | 3 |
| Fine Arts | | 3 |
| Foreign Culture and Conversation Elective | | 3 |
| SC | Science Elective | 3 |
| Co-curricular activity and/or community service | | |
| **Professional Courses** | | |
| ED 201 (p. 114) | Phil Foundations of Education (Clinical Placement) | 3 |
| ED 307 (p. 114) | Technology in Education | 3 |
| ED 318 (p. 114) | Teaching Students With Special Needs | 3 |
| ED 319 (p. 114) | Methods in Secondary English | 3 |
| ED 352 (p. 114) | Emerging Trends In Career and Technical Education | 3 |
| ED 380 (p. 114) | Curriculum-based Instruction for the CTE Classroom and Shop | 3 |
| ED 381 (p. 114) | Introduction to Effective Classroom Management | 3 |
| ED 382 (p. 114) | Introduction to CTE Classroom Teaching | 3 |
| ED 383 (p. 114) | E-Portfolio for Teachers | 3 |
| ED 389 (p. 114) | Educational Psychology | 3 |
| ED 411 (p. 114) | CTE Assessment I | 3 |
| ED 422 (p. 114) | Educational Studies | 6 |
| ED 499 (p. 114) | Topic/ (Young Adult Literature) | 3 |
| Content Elective | | 15 |
| Open Elective | | 18 |
| Total Hour | | 125 |

*** Credit may not be required for degree completion.

# B.S. Educational Studies - Elementary Education

| | | |
|---|---|---|
| **General Education Courses** | | |
| EH 123 (p. 115) | Rhetoric and Composition I | 3 |
| EH 124 (p. 115) | Rhetoric and Composition II | 3 |
| EH 200 (p. 115) | Approaches to Literature | 3 |
| HE 111 (p. 115) | The Husson Experience *** | 1 |
| HY 101 (p. 115) | History of Western Civilization | 3 |
| HY 111 (p. 115) | United States History I | 3 |
| HY 210 (p. 115) | World Geography | 3 |
| MS 115 (p. 115) | Quantitative Literacy | 3 |
| MS 132 (p. 115) | Probability and Statistics | 3 |
| MS 141 (p. 115) | Contemporary College Algebra | 4 |
| PH 110 (p. 115) | Introduction to Ethics | 3 |
| PY 111 (p. 115) | General Psychology | 3 |
| PY 141 (p. 115) | Human Growth and Development | 3 |
| SC 104 (p. 115) | Organismal Biology | 3 |
| SC 261 (p. 115) | Integrated Physical Science I | 3 |
| SC 262 (p. 115) | Integrated Physical Science II | 3 |
| SY 201 (p. 115) | Principles of Sociology | 3 |
| Fine Arts Elective | | 3 |
| Foreign Culture and Conversation Elective | | 3 |
| Open Elective | | 9 |
| Co-curricular and/or Community Service Requirement | | |
| **Education Courses** | | |

| | | |
|---|---|---|
| ED 201 (p. 115) | Phil Foundations of Education (Clinical Placement) | 3 |
| ED 204 (p. 115) & ED 310 (p. 115) | Classroom Management and Educational Practicum I | 4 |
| ED 230 (p. 115) | Children's Literature | 3 |
| ED 231 (p. 115) | Curriculum & Instruction | 3 |
| ED 307 (p. 115) | Technology in Education | 3 |
| ED 314 (p. 115) | Assessment Practices | 3 |
| ED 316 (p. 115) | Methods in Science | 3 |
| ED 321 (p. 115) | Educating Exceptional Students | 3 |
| ED 332 (p. 115) & ED 320 (p. 115) | Teaching Writing in the Schools and Education Practicum II | 4 |
| ED 389 (p. 115) | Educational Psychology | 3 |
| ED 404 (p. 115) & ED 430 (p. 115) | Methods in Reading and Educational Practicum III | 4 |
| ED 408 (p. 115) | Methods in Language Arts | 3 |
| ED 409 (p. 115) | Methods in Mathematics | 3 |
| ED 415 (p. 115) | Methods in Social Studies | 3 |
| ED 422 (p. 115) | Educational Studies | 6 |
| Content Elective | | 9 |
| Total Hour | | 125 |

*** Credit may not be required for degree completion.

# B.S. in Educational Studies - Physical Education

| | | |
|---|---|---|
| **General Education Courses** | | |
| EH 123 (p. 116) | Rhetoric and Composition I | 3 |
| EH 124 (p. 116) | Rhetoric and Composition II | 3 |
| EH 200 (p. 116) | Approaches to Literature | 3 |
| HE 111 (p. 116) | The Husson Experience *** | 1 |
| MS 115 (p. 116) | Quantitative Literacy | 3 |
| MS 141 (p. 116) | Contemporary College Algebra | 4 |
| PH 110 (p. 116) | Introduction to Ethics | 3 |
| PY 111 (p. 116) | General Psychology | 3 |
| PY 141 (p. 116) | Human Growth and Development | 3 |
| SC 101 (p. 116) | Introduction to Nutrition | 3 |
| SC 104 (p. 116) | Organismal Biology | 3 |
| SC 120 (p. 116) & SL 120 (p. 116) | Functional Anatomy and Physiology and Functional Anatomy and Physiology Lab | 4 |
| SY 201 (p. 116) | Principles of Sociology | 3 |
| Fine Arts | | 3 |
| Foreign Culture and Conversation Elective | | 3 |
| History Elective | | 3 |
| Open Elective | | 6 |
| Co-curricular activity and/or community service | | |
| **Professional Courses** | | |
| ED 201 (p. 116) | Phil Foundations of Education (Clinical Placement) | 3 |
| ED 202 (p. 116) | Methods of Teaching Outdoor and Adventure Education | 3 |
| ED 208 (p. 116) | Skills Activities | 3 |
| ED 213 (p. 116) | Curriculum and Evaluation in Health and Physical Education | 3 |
| ED 222 (p. 116) | Personal Health & Fitness | 3 |
| ED 240 (p. 116) | History and Philosophy of Physical Education | 3 |
| ED 243 (p. 116) | Team Sports/Tech & Strategies | 3 |

| | | |
|---|---|---|
| ED 302 (p. 116) & ED 423 (p. 116) | Adapted and Developmentally-Appropriate Physical Education and PE/Health Practicum III | 4 |
| ED 389 (p. 116) | Educational Psychology | 3 |
| ED 321 (p. 116) | Educating Exceptional Students | 3 |
| ED 410 (p. 116) | Assessment in Health and Physical Education | 3 |
| ED 422 (p. 116) | Educational Studies | 6 |
| ED 444 (p. 116) | Individual Sports & Lifetime Activities | 3 |
| ED 446 (p. 116) & ED 223 (p. 116) | Elementary P.E. Methods and PE/Health Practicum I | 4 |
| ED 447 (p. 116) & ED 323 (p. 116) | Secondary P.E. Methods and PE/Health Practicum II | 4 |
| ED 499 (p. 116) | Topic/ (First Aid and Sports medicine) | 3 |
| SC 330 (p. 116) | Exercise Physiology | 3 |
| SC 360 (p. 116) | Biomechanics & Kinesiology in Human Performance | 3 |
| SC 410 (p. 116) | Motor Learning in Human Performance | 3 |
| Health Electives | | 9 |
| Total Hour | | 126 |

*** Credit may not be required for degree completion.

# Certificate in Elementary Education

Husson's Elementary Education - Teacher Certification program is designed for individuals who already possess an undergraduate degree, preparing them for K-8 Pathways II Teaching Certification.

Throughout the coursework and classroom experiences, competence is developed as students learn about and apply best instructional practices for all major academic areas, including reading/language arts, math, science, and social studies. A culminating seminar is taken in conjunction with a semester-long student teaching placement. This program meets all requirements set forth by the Maine State Department of Education. Students completing the Elementary Teacher Certification program may choose to teach in elementary or middle level classrooms, in either the private or public sector.

## Program Curriculum

A bachelor’s degree from an accredited college or university is required. Students must also pass PRAXIS I and II before registering for Student Teaching - ED 450 (p. 117) Student Teaching/Seminar in Teaching.

| | | |
|---|---|---|
| **Required Courses** | | |
| ED 204 (p. 117) | Classroom Management | 3 |
| ED 314 (p. 117) | Assessment Practices | 3 |
| ED 316 (p. 117) | Methods in Science | 3 |
| ED 321 (p. 117) | Educating Exceptional Students | 3 |
| ED 404 (p. 117) | Methods in Reading | 3 |
| ED 409 (p. 117) | Methods in Mathematics | 3 |
| ED 415 (p. 117) | Methods in Social Studies | 3 |
| ED 450 (p. 117) | Student Teaching/Seminar in Teaching | 15 |
| **Choose one of the following:** | | 3 |
| ED 230 (p. 117) | Children's Literature | |
| ED 408 (p. 117) | Methods in Language Arts | |
| ED 332 (p. 117) | Teaching Writing in the Schools | |
| **Required Electives** | | |
| English | | 6 |
| Mathematics | | 6 |
| Science | | 6 |
| Social Studies | | 6 |
| Total Hour | | 63 |

# Pathways Certificates in Secondary Education (7-12)

## Certificates in Secondary Education - Pathways II

- English
- Life Science
- Physical Science

Husson's Secondary Education - Teacher Certification programs are designed for individuals who already possess an undergraduate degree, preparing them for Grades 7-12 Pathways II Teaching Certification.

Throughout the coursework and classroom experiences, competence is developed as students learn about and apply best instructional practices for secondary level disciplines. This program incorporates both national standards and the Maine Learning Results. It also meets all requirements set forth by the Maine State Department of Education. Students completing the Secondary Teacher Certification program may choose to teach in middle level or high school classrooms, in either the private or public sector.

# Certificate in Secondary (grades 7-12) Education - English

## Program Curriculum

A bachelor's degree from an accredited college or university is required. Students must also pass PRAXIS I and II before registering for Student Teaching - ED 450 (p. 118).

| | | |
|---|---|---|
| ED 204 (p. 118) | Classroom Management | 3 |
| ED 314 (p. 118) | Assessment Practices | 3 |
| ED 319 (p. 118) | Methods in Secondary English | 3 |
| ED 321 (p. 118) | Educating Exceptional Students | 3 |
| ED 450 (p. 118) | Student Teaching/Seminar in Teaching | 15 |
| English Credits | | 24 |
| Total Hour | | 51 |

# Certificate in Secondary (grades 7-12) Education - Life Science

## Program Curriculum

A bachelor's degree from an accredited college or university is required. Students must also pass PRAXIS I and II before registering for Student Teaching - ED 450 (p. 118) .

| | | |
|---|---|---|
| ED 204 (p. 118) | Classroom Management | 3 |
| ED 314 (p. 118) | Assessment Practices | 3 |
| ED 317 (p. 118) | Methods in Secondary Science | 3 |
| ED 321 (p. 118) | Educating Exceptional Students | 3 |
| ED 450 (p. 118) | Student Teaching/Seminar in Teaching | 15 |
| Life Science Credits | | 24 |
| Total Hour | | 51 |

# Certificate in Secondary (grade 7-12) Education - Physical Science

## Program Curriculum

A bachelor's degree from an accredited college or university is required. Students must also pass PRAXIS I and II before registering for Student Teaching - ED 450 (p. 118).

| | | |
|---|---|---|
| ED 204 (p. 118) | Classroom Management | 3 |
| ED 314 (p. 118) | Assessment Practices | 3 |
| ED 317 (p. 118) | Methods in Secondary Science | 3 |
| ED 321 (p. 118) | Educating Exceptional Students | 3 |
| ED 450 (p. 118) | Student Teaching/Seminar in Teaching | 15 |

| | |
|---|---|
| Physical Science Credits | 24 |
| Total Hour | 51 |

# Undergraduate Program in Nursing

The Husson University/Eastern Maine Medical Center Nursing Program brings together two institutions that share a commitment to excellence in teaching and to the relevance of practical experience. Graduates of the program are prepared to enter a wide variety of practice settings as beginning professional nurses. Potential settings for practice include all areas of hospital nursing, ranging from critical care to newborn nursery, as well as community health, clinic, psychiatric, and long term care settings. Baccalaureate degree graduates also are prepared to pursue specialized nursing study at the master's degree level.

The program provides a strong base in the arts and sciences, both as a theoretical foundation for nursing practice and as a component of a well-rounded education. Clinical experience in nursing is integrated throughout the program of study. The nursing faculty are proficient in their theoretical knowledge and active in their respective clinical areas, providing students with role models for excellence in patient care.

A well-equipped learning resource laboratory located on the University campus allows students to have extensive practice in developing and refining critical-thinking and psychomotor skills. High-fidelity and hybrid simulation opportunities provide valuable active-learning in a safe practice environment. The goal of all learning experiences is to prepare professional nurses who, upon graduation, are theoretically knowledgeable, clinically competent, and compassionate care providers.

Throughout the program, emphasis is placed on building upon the student's past learning experience. In keeping with overall University policies, transfer, CLEP and proficiency examination options are available to students who have completed appropriate educational experiences prior to entering the program. Part-time alternatives for working students who wish to pursue a baccalaureate degree are available.

## Admissions Policies

**Admissions Policies for Undergraduate Nursing Program**

To progress within the nursing program the student must maintain a cumulative GPA of 3.0 and a minimum grade of C+ in all nursing and science courses. A student who fails either a nursing didactic course or its associated clinical must repeat both. A student who receives less than a C+ in any nursing or science course may repeat the course only one time. A grade of less than C+ for the repeat course will result in dismissal from the program. A student who receives grades less than C+ in two nursing or science courses in one semester is dismissed from the program.

Freshman students who fail two core courses in the first semester will be evaluated on an individual basis for possible progression in the program. A student who fails a total of three core science or nursing courses at any point in the curriculum will be dismissed from the program.

At the completion of each semester (in January and May), all nursing students' records are reviewed for compliance with the progression criteria. Students who do not meet the criteria are notified of probationary status, progression and/or dismissal. Students must continue to meet the Essential Requirements standard.

**Essential Qualifications Policy**

Students in the nursing program must possess the essential qualifications to perform the skills and behaviors required of a professional nurse. Therefore, all nursing students must possess the following essential qualifications to meet admission, progression, and graduation requirements:

- See, hear, touch, smell, and distinguish colors when assessing patients
- Communicate orally and in writing with clarity, accuracy, and timeliness
- Express own ideas and feelings clearly and demonstrate a willingness and ability to give and receive feedback
- Possess motor skills sufficient to perform the full range of required client care activities in a safe and effective manner
- Provide patient care to all patient populations in all settings
- Evaluate and apply information and engage in critical thinking in the classroom and clinical setting
- Demonstrate emotional stability to function effectively under stress and to adapt to a rapidly changing environment
- Maintain mature, sensitive, and effective relationships with patients, faculty, staff and other professionals
- Possess attributes that include compassion, empathy, altruism, integrity, honesty, responsibility, and tolerance
- Meet legal and ethical requirements of any clinical site including background check

**Change of Major to Undergraduate Nursing Program**

Students may apply for a change of major after completing two semesters of academic work. To be considered for internal transfer students must have a GPA of at least 3.3. Students interested in the nursing major must submit a Change of Major form along with an essay that describes their rationale for selecting the profession of nursing and the potential strengths they would bring to the profession. The change of major process is competitive and students with the highest potential for success are selected. Admission is based on space available. An interview may be required. Students must meet the Essential Qualifications.

**External Transfers to the Nursing Undergraduate Nursing Program**

To be considered for external transfer, applicants must have a GPA of at least 3.0. Applicants must submit an essay that describes their rationale for selecting the profession of nursing and the potential strengths they would bring to the profession. Two references from professors and/or employers are required. For transfer credit, each course must be approved as comparable to courses offered by Husson University and the Nursing Program. Grades of C or above (C+ or above for core science and nursing courses) will be considered for transfer credit. Applicants must meet the Essential Qualifications Standard.

**Criteria for Progression in the Undergraduate Nursing Program**

To progress within the nursing program the student must maintain a cumulative GPA of 3.0 and a minimum grade of C+ in all nursing and core science courses. A student who fails either a nursing didactic course or its associated clinical must repeat both. A student who receives less than a C+ in any nursing or science course may repeat the course only one time. A grade of less than C+ for the repeat course will result in dismissal from the program. A student who receives grades less than C+ in two nursing or science courses in one semester is dismissed from the program.

Freshman students who fail two core courses in the first semester will be evaluated on an individual basis for possible progression in the program. A student who fails a total of three core science or nursing courses at any point in the curriculum will be dismissed from the program.

At the completion of each semester (in January and May), all nursing students' records are reviewed for compliance with the progression criteria. Students who do not meet the criteria are notified of probationary status, progression and/or dismissal. Students must continue to meet the Essential Requirements Standard.

## TOEFL Examinations

International students will be required to take the TOEFL examination. A minimum score of 550 is strongly recommended. Students wishing to transfer credits awarded at a foreign college or university need to submit a World Education Service evaluation of credits. Additional information about World Education Service is available online at www.WES.org (http://www.WES.org)

NOTE: Each student applying to the Nursing Program will be considered on an individual basis. Specific requirements may be waived in exceptional circumstances.

# Vision, Mission and Philosophy

**Vision**

The School of Nursing will be an innovative leader in educating nurses who are caring, competent and committed to individual and global health.

**Mission**

The School of Nursing provides leadership in nursing and healthcare through thoughtful innovation in healing, teaching, and discovery.

We achieve this career preparation by supporting and emphasizing:

·Clinical excellence

·Critical thinking

·Student-centered learning

·Experiential learning

·Holistic and compassionate care

·Self-reflection

·Leadership

·Interprofessional collaboration

·Transformative curricula

**Philosophy**

The School of Nursing faculty believes that education provides students with opportunities to develop habits of critical and reflective thought and expert clinical judgment. This type of intellectual development can best be attained in an innovative and transformative teaching-learning environment that fosters sharing of knowledge, skills, and attitudes as well as scholarship. The faculty and students comprise a community of learners with the teacher as facilitator and the students responsible for their own learning.

# B.S. in Nursing (Husson/EMMC)

| | | |
|---|---|---|
| **General Education Courses** | | |
| EH 123 | Rhetoric and Composition I | 3 |
| EH 124 | Rhetoric and Composition II | 3 |
| EH 200 | Approaches to Literature | 3 |
| HE 111 | The Husson Experience *** | 1 |
| MS 132 | Probability and Statistics | 3 |
| MS 141 | Contemporary College Algebra | 4 |
| PH 110 | Introduction to Ethics | 3 |
| PY 111 | General Psychology | 3 |
| PY 141 | Human Growth and Development | 3 |
| SC 221<br>& SL 221 | Anatomy and Physiology I<br>and Anat/Physiology Lab I | 4 |
| SC 222<br>& SL 222 | Anatomy and Physiology II<br>and Anatomy/Physiology Lab II | 4 |
| SC 180<br>& SL 180 | Principles of Gen Chemistry<br>and Prin of Gen Chemistry Lab I | 4 |
| SC 233 | Pathophysiology | 3 |
| SC 241<br>& SL 241 | Microbiology<br>and Microbiology Lab | 4 |
| SC 234 | Nutrition | 3 |
| SY 201 | Principles of Sociology | 3 |
| Communication Elective | | 3 |
| Fine Arts Elective | | 3 |
| Foreign Culture and Conversation Elective | | 3 |
| Community and Co-curricular activities as also required | | |
| **Professional Courses** | | |
| NU 100 | Professional Concepts in Nursing | 3 |
| NU 208<br>& NL 208 | Health Assessment<br>and Clinical: Health Assessment | 4 |
| NU 211<br>& NL 211 | Nursing Intervention I<br>and Clinical:Nursing Interven I | 3 |
| NU 212<br>& NL 212 | Nursing Intervention II<br>and Clinical:Nursing Interven II | 3 |
| NU 214 | Pharmacology | 3 |
| NU 315<br>& NL 315 | Child Health<br>and Clinical:Child Health | 5 |
| NU 320 | Nursing Research | 3 |
| NU 322<br>& NL 322 | Adult/Family Health I<br>and Clinical:Adult/Family Hlth I | 5 |
| NU 323<br>& NL 323 | Adult/Family Health II<br>and Clinical:Adult/Family Hlth II | 5 |
| NU 324<br>& NL 324 | Maternal and Newborn Nursing<br>and Clinical:Maternal and Newborn Nursing | 4 |
| NU 412<br>& NL 412 | Community Health<br>and Clinical:Community Health | 5 |

| | | |
|---|---|---|
| NU 422<br>& NL 422 | Community Mental Health<br>and Clinical:Comm Mental Health | 5 |
| NU 424<br>& NL 424 | High Acuity Nursing<br>and Senior Practicum | 8 |
| NU 425 | Nursing Senior Capstone | 2 |
| NU 426 | Policy Leadership and Management in Nursing | 3 |
| NU | Nursing Elective | 3 |
| Total Hour | | 124 |

*** Credit may not be required for degree completion.

# Occupational Therapy

The Occupational Therapy Program at Husson University is considered an entry-level Master's program and offers multiple entry options for students wanting to become an occupational therapist. Students entering directly from high school would apply to the BS/MS program.

Entry-level students enroll in the BS Health Care Studies – Occupational Therapy track. The first two years of coursework emphasize foundational general education courses and Healthcare Studies content. The third year begins the professional phase of formal Occupational Therapy coursework. Healthcare Studies-Occupational Therapy majors meeting the progression criteria described below are not required to submit an additional application before progressing to the professional phase of study. The BS/MS program awards a BS in Health Care Studies after successful completion of four years of study and an MS in Occupational Therapy after successful completion of the fifth year of study.

Students currently enrolled at Husson University can apply to transfer into the program from another major within the first two years of general undergraduate study. Students from another institution may also apply to transfer into Husson University. All transfer students must meet the same criteria for grades and GPA as students who are enrolled from the first year and will be expected to fulfill the requirements for the BS in Health Care Studies.

Finally, applicants who have completed a 4-year undergraduate degree in another major and/or from another institution who would like an entry-level degree in occupational therapy can apply for the MS-only program. Please see the following section of the catalog for information specific to the MS-only graduate program in Occupational Therapy.

## Mission Statement and Educational Goals

The mission of the Husson University School of Occupational Therapy is to prepare generalist practitioners who engage in client-centered contemporary practice and scholarship. We achieve this professional preparation by focusing on the following educational goals:

Goal 1. Provide a learning environment that ensures the development of professional and personal leadership skills and values grounded in ethics and self-reflection;

Goal 2. Promote best professional practice by developing students' appreciation of health, wellness and meaningful participation in life through occupational engagement within and across diverse contexts and environments; and

Goal 3. Foster the development of evidence-based critical thinking and clinical reasoning in support of life-long learning.

## Accreditation

AOTA's accrediting body, the Accreditation Council for Occupational Therapy Education (ACOTE®) (http://www.aota.org/Educate/Accredit.aspx), accredits approximately 277 occupational therapy and occupational therapy assistant educational programs. ACOTE is an active member of the Association of Specialized and Professional Accreditors (ASPA) and is recognized and fully compliant with all requirements of both the U.S. Department of Education (USDE) and the Council for Higher Education Accreditation (CHEA).

The Occupational Therapy Program at Husson University was initially accredited in 2003 and has been continuously accredited since then. The next accreditation review will occur in the academic year 2015/2016. Accreditation is provided by the Accreditation Council for Occupational Therapy Education (ACOTE) for the American Occupational Therapy Association (AOTA), 4720 Montgomery Lane, Bethesda Maryland 20824-1220. AOTA's phone number is (301) 652 AOTA.

## Certification and Licensure

Once you graduate with the MS in Occupational Therapy, you will become eligible to take the National Board for Certification in Occupational Therapy (NBCOT) examination. Their address is: 800 S. Frederick Ave., Suite 200, Gaithersburg, MD 20877-4150 (301) 990 7979. After successful completion of this exam, you will be an Occupational Therapist Registered (OTR). Most states require

licensure in order to practice, however, state licenses are usually based on the results of the NBCOT examination. Please be aware that a felony conviction may affect a graduate's ability to sit for the NBCOT examination or attain state licensure.

## Admission Criteria (BS Healthcare Studies/ MS Occupational Therapy)

For the BS/MS program applicants must meet the following criteria:

- combined SAT I scores of 1400 for combined Math, Verbal, and Writing sections (or ACT equivalent)
- a high school average of 85 (3.0) GPA
- two letters of recommendation
- successful completion of courses in math, biology and chemistry; physics is recommended but not required
- a written essay
- and, a recommended minimum of 20 hours as a volunteer or “shadowing” a clinician in at least two areas of Occupational Therapy

## Financial Aid

A freshman-entry Occupational Therapy student is classified as an undergraduate student for the first four years, and as a graduate student in the fifth year. As a five year program please be aware that as you progress through the program your student status will change and that may have an impact on some forms of financial aid. Please contact the Office of Financial Aid with your specific questions regarding financial aid.

## Academic Progression Policies (BS Healthcare Studies/ MS Occupational Therapy)

In order to remain enrolled and progress in the OT program, a student must meet the following requirements:

Undergraduate students

- If students have less than a 2.0 GPA at the end of their first academic year, they will be required to establish a learning contract for the following semester (including a referral to the Center for Academic Service).
- All first and second year coursework must be completed successfully before beginning the professional phase of coursework. Transfer students must also meet this standard.
- All students must attain a cumulative GPA of 3.0 by the end of the spring semester of the second academic year in order to begin the professional phase of courses. Students who do not meet this standard will no longer be allowed to remain in the occupational therapy track of the HS degree Occupational Therapy faculty cannot be advisors for students who are not occupational therapy majors.
- In the event the number of students progressing from the second academic year to the professional phase (third year) exceeds program capacity, those with the higher overall GPA will have priority.
- Students transferring into the professional phase (MS only) must also meet the same criteria of a minimum cumulative GPA of 3.0.

## All OT students – Undergraduate and Graduate

- All third year professional courses must be completed successfully with a grade of C+ or better in order to progress to the fourth year. All fourth year professional courses must be completed successfully with a grade of C+ or better in order to progress to Fieldwork Level II clinical experiences and to the fifth year of professional courses. This includes a letter grade of “Pass” for all Level I Fieldwork courses.
- Students are expected to be fulltime during the professional phase of the program. Under exceptional circumstances students may petition to be part-time. If the request is granted by the Faculty there is a prescribed sequence of courses students must take. Part-time students must complete the professional phase within 5 years of starting the professional phase whether they started as full time or part time students. All students must enroll fulltime in the final graduate year, known as the “5th year” in the curriculum. Again, exceptions will be considered on a case-by-case basis but will be the exception rather than an expectation.
- Students in the OT program must obtain at least a “C+” (77%) or better in all OT core courses to remain in the OT program. Transfer students must meet the same criteria of receiving at least a “C+” in all OT core courses.

# M.S. in Occupational Therapy/B.S. in Healthcare Studies

| **General Education Courses** | | |
|---|---|---|
| EH 123 | Rhetoric and Composition I | 3 |
| EH 124 | Rhetoric and Composition II | 3 |
| EH 200 | Approaches to Literature | 3 |

| | | |
|---|---|---|
| HE 111 | The Husson Experience *** | 1 |
| MI 111 | Introduction to Microcomputing | 3 |
| MI 214 | Microcomputer Spreadsheet Applications | 3 |
| MI 299 | Topic/ (Database Design) | 3 |
| MS 132 | Probability and Statistics * | 3 |
| MS 141 | Contemporary College Algebra (or a higher level 4 credit math course) | 4 |
| MS 223 | Research Design * | 3 |
| PH 110 | Introduction to Ethics | 3 |
| PY 111 | General Psychology * | 3 |
| PY 141 | Human Growth and Development | 3 |
| PY 232 | Abnormal Psychology * | 3 |
| SC 221<br>& SL 221 | Anatomy and Physiology I<br>and Anat/Physiology Lab I * | 4 |
| SC 222<br>& SL 222 | Anatomy and Physiology II<br>and Anatomy/Physiology Lab II * | 4 |
| SY 201<br>or SY 222 | Principles of Sociology *<br>Cultural Anthropology | 3 |
| Fine Arts Elective | | 3 |
| Foreign Culture & Conversation Elective | | 3 |
| Cocurricular and/or Community Service | | |
| Open Elective (400+ level) | | 3 |
| **Healthcare Studies Courses** | | |
| HS 101 | Introduction to Health Care Studies * | 3 |
| HS 121 | Medical Terminology | 3 |
| HS 301 | Introduction to Public Health | 3 |
| HS 311 | Healthcare Management and Organization | 3 |
| HS 411 | Health Economics and Policy | 3 |
| **Occupational Therapy Courses** | | |
| OT 300 | Principles of Human Movement & Occup. Perform | 3 |
| OT 320 | Occupational Analysis * | 3 |
| OT 321 | Theoretical Foundations of Practice * | 3 |
| OT 322 | Professional Foundations of Occupational Thearpy * | 3 |
| OT 323 | Screening, Assessment & Evaluation of Occupational Performance * | 4 |
| OT 330 | Functional Anatomy * | 4 |
| OT 331 | Neuroscience * | 4 |
| OT 361 | Level I A Fieldwork * | 1 |
| OT 380 | Integrative Health I: Wellness * | 3 |
| OT 413 | Children & Youth I * | 3 |
| OT 414 | Children & Youth II * | 3 |
| OT 440 | Mental Health I * | 4 |
| OT 441 | Mental Health II * | 3 |
| OT 449 | Rehab & Participation I * | 4 |
| OT 450 | Rehab & Participation II * | 4 |
| OT 460 | Level I B Fieldwork * | 1 |
| OT 461 | Level I C Fieldwork * | 1 |
| OT 470 | Research & Evidence-Based Practice I * | 3 |
| OT 471 | Research & Evidence-Based Practice II * | 3 |

| | | |
|---|---|---|
| OT 552 | Context & Environment * | 3 |
| OT 570 | Seminar: Research & Evidence-Based Prac. III * | 3 |
| OT 580 | Integrative Health II: Spirituality * | 2 |
| OT 581 | Upper Extremity Research & Practice * | 2 |
| OT 582 | Neurorehabilitation: Research & Prac * | 2 |
| Choose two of the following: | | 6 |
| OT 583 | Work & Industry: Res. & Prac. * | |
| OT 599 | Topic/ * | |
| Graduate Health Care Studies Elective (500+ level) | | |
| Graduate Business Elective (500+ level) | | |
| OT 561 | Level Two Fieldwork IIA (12 weeks) * | 6 |
| OT 562 | Level Two Fieldwork IIB (12 weeks) * | 6 |
| OT 563 | Clinical Integration: Research & Practice * | 2 |
| Total Hour | | 165 |

*** Credit may not be required for degree completion.

* Indicates core course. Student must receive a grade of C+ or better in all core courses.

# Physical Therapy

The Doctor in Physical Therapy Program is an entry-level, graduate physical therapist program. The six-year program is for students entering directly from high school. Study during the first three years of the program (the pre-professional undergraduate phase) is in the areas of the humanities and sciences, and fulfills the College's general education requirements. Study during the last three years of the program (the professional phase) consists of professional physical therapy courses that prepare the student for clinical practice and licensure as a physical therapist. After the successful completion of the fourth year of study and all undergraduate requirements, Physical Therapy students are awarded a Bachelor of Science in Kinesiology degree. Transfer students, who have not completed a bachelor's degree, may enter into year one, two, or three depending on the number of credits being transferred.

The three-year professional phase program is for Students who have earned a Baccalaureate degree and have taken all appropriate pre-requisite courses. Admissions criteria for graduate program are found on the catalog graduate section (p. 144) or on the Physical Therapy Central Application website (p. 144).

## School of Physical Therapy Mission Statement

The mission of the Husson Physical Therapy Program is to graduate generalist practitioners with advanced skills in selected practice areas. These skilled, knowledgeable, ethical, and reflective practitioners are independent in their assessment of client needs and collaborative within the health care team for the promotion of health and function. These graduates are responsible and self-directed learners, both adaptable and successful in utilizing evidence-based practice to address issues within diverse and complex health care systems, practice environments and client populations.

## Philosophy of Physical Therapy Education

Husson is committed to providing individuals with a personalized, cost-effective educational experience leading to successful performance in productive and satisfying careers. In keeping with the Husson philosophy, the Physical Therapy faculty is dedicated to providing excellent student-centered learning in secure and open learning environments. The faculty incorporates active teaching and learning strategies that support the learner in assuming responsibility for his or her behavior, self-directed learning, evidence-based clinical knowledge and skills, critical and reflective thinking, and strong clinical experiences. The Physical Therapy program emphasizes the preparation of the generalist practitioner who provides a continuum of care responsive to the individualized needs and well-being of clients and patients from diverse backgrounds. Given the limited access to healthcare in the rural state of Maine, the PT program is committed to ensuring that its graduates are capable of working effectively in rural environments.
In believing that each member of society has the right to receive quality health care, the Physical Therapy faculty emphasizes an educational preparation consistent with society's expectations of a physical therapist as an autonomous practitioner, educator, evaluator, therapy provider, family and community consultant, health and wellness advocate, clinical researcher, and an effective member of the health care community.

## Program Goals

**Through its faculty and curriculum, the program will demonstrate a commitment to**

• Preparing graduates to competently practice physical therapy in a diversity of clinical settings.
• Enhancing the profession, the physical therapy community, and the health and wellness of the public.
• Promoting inquiry and scholarship within the Husson community and the physical therapy profession.

**Faculty will demonstrate a commitment to:**
• Serving as professional physical therapy role models.
• Engaging in and promoting inquiry and scholarship.
• Outstanding teaching practices that engage students in active learning.

**Student and Graduate will:**
1. Demonstrate the knowledge and skills necessary to practice physical therapy as generalist practitioners with high ethical and legal standards.
2. Demonstrate advanced skills in select practice areas.

# Undergraduate Admissions Criteria for the Six-Year BS in Kinesiology/DPT Program

## Freshman Applicants

Applicants applying for entry to the first year of the program must meet the following criteria:

- Combined SAT I scores of 1000 for Math and Verbal sections, or 1450 for a combined Math, Verbal, and Writing sections (or ACT equivalent);
- A high school average of 85 (3.0) GPA;
- Two letters of recommendation;
- Successful completion of courses in math, biology and chemistry; Physics and trigonometry are also recommended.
- A written essay that is included as part of the application form.
- And, a recommended minimum of 20 volunteer hours in at least two areas of Physical Therapy.

Early application is encouraged for the pre-professional phase. The College currently accepts approximately 50 students into year one of the program. Applications are reviewed on a continual basis. Early acceptance is offered to applicants who meet all program requirements.

## Transfer Student Applicants

Students who have not completed a baccalaureate degree but have received undergraduate credits may apply as transfer students using the undergraduate application. Transfer students may enter in September or January of the pre-professional phase into year one or two depending on the number of credits being transferred.

Transfer students may seek admission to the BS in Kinesiology/DPT degree program by completing the following:

- Have earned at least a 3.3 cumulative GPA.
- Complete the Husson undergraduate application.
- Include in Husson essay, or separately describe, why physical therapy as a career and profession appeals to you.
- Provide proof of 8 hours of observation in physical therapy.

Students already enrolled at Husson who wish to transfer into the BS in Kinesiology/DPT degree program may request a change of major if they meet the following criteria:

- Have earned at least a 3.3 cumulative GPA.
- Complete the Husson Change of Major form.
- Write a letter requesting a change of major. Address the letter to the Chair of PT Admissions Committee, School of Physical Therapy, Husson University.
- Include in the lettter, or separately describe, why physical therapy as a career and profession appeals to you.
- Provide proof of 8 hours of observation in physical therapy.

The number of transfer applicants selected is restricted to ensure the highest quality of education during the professional phase of the program and to facilitate clinical placement of all students.

Requests for transfer or change of major will be reviewed at the end of the semester in which materials are submitted. Acceptance into the BS in Kinesiology/DPT program is dependent upon the availability of openings so that completion of all of the above is not a guarantee of acceptance.

## Pre-Professional Student Progression into the three-year DPT program

Students enrolled in the pre-professional phase of the physical therapy curriculum are offered a guaranteed admission into the professional phase (fourth year) of the DPT program if they have met the following requirements:

- Attained a cumulative GPA of 3.3 or greater by the close of the spring semester of the third year for graduating DPT classes in 2018 and before.
- Attained a cumulative GPA of 3.5 or greater by the close of the spring semester of the third year for graduating DPT classes in 2019 and beyond.
- Submit a GRE score by May 30th. GRE scores will be tracked for information until 2017, and will not be used to make the admissions decision. GRE information can be found at http://www.ets.org/.
- Complete the third pre-professional year with a grade of C or better in the following pre-requisite courses.

### Pre-professional Courses Requiring a Grade of C or better are as follows:

| | | |
|---|---|---|
| MS 132 | Probability and Statistics | 3 |
| MS 180 | Precalculus with Trigonometry | 4 |
| PY 111 | General Psychology | 3 |
| SC 181 | Chemistry I | 3 |
| SC 182 | Chemistry II | 3 |
| SC 221 | Anatomy and Physiology I | 3 |
| SC 222 | Anatomy and Physiology II | 3 |
| SC 271 | Physics I | 4 |
| SC 272 | Physics II | 4 |
| SC 291 | Cell Biology | 3 |

Students who have a cumulative GPA of 3.0 to 3.299 (DPT graduating classes in 2018 and before) or a cumulative GPA of 3.0 to 3.499 (DPT graduating classes in 2019 and beyond) and have met the following requirements may apply for entry into the professional phase (fourth year) of the DPT program, but will be competing with other qualified applicants for available seats. The minimum requirements include:

- Complete the third pre-professional year with a grade of C or better in the above pre-requisite courses
- Attain a cumulative GPA of at least 3.0 by the close of the spring semester of the third year.
- Submit a GRE score by May 30th.. GRE scores will be tracked for information only until 2017, and will not be used to make the admissions decision. GRE information can be found at http://www.ets.org/.
- Submit in hard copy the following material by April 15. This information will help you to compete with the applicants who already hold a bachelor's degree. Send to: PT Admissions Committee, Dept of Physical Therapy, Husson University, 1 College Circle, Bangor ME 04401-2999.
- A letter of intent stating your wish for admission into the DPT program. In this letter, you will want to advocate for yourself, persuading the committee of your potential for success as a DPT student.
- A resume. Be sure to include those activities or jobs that support your future success as a DPT student or as a PT.
- One letter of recommendation from an academic source, not a PT faculty member.
- A written essay addressing one of several essay prompts listed below.

    Written essay guidelines: Please write an essay on one of the following topics. Limit your essay to no more than two typed pages, double-spaced. The essay will be evaluated on organization, clarity, grammar, and punctuation, as well as content. Please include the topic at the top of your essay.

    • Discuss some issue of personal, local, national, or international concern and its importance to you.

    • Describe a major problem or challenge that you have encountered and the ways in which you dealt with it.

    • Newton's First Law of Motion states that an object in motion tends to stay in motion in the same direction unless acted upon by an external force. Tell us about an external influence (a person, an event, etc.) that affected you and how it caused you to change direction.

Students who have not met the above GPA and course criteria by the close of the spring semester of the third year, or who have met the criteria but were not accepted into the DPT program, may not progress into the professional phase, thereby losing their reserved seats in the class they were admitted into. Such a student will be dismissed from the PT program, and advised to complete a bachelor's

degree in another program. After attaining a bachelor's degree, the student may reapply for entry into the professional phase of the DTP curriculum.

All students must maintain a cumulative 3.0 GPA in the professional phase of the program.

After the successful completion of the fourth year of study and all undergraduate requirements, Physical Therapy students are awarded a Bachelor of Science degree in Kinesiology. These students then become graduate students who are awarded the Doctor of Physical Therapy degree at the successful completion of the final two years of the program.

## Accreditation

The Commission on Accreditation in Physical Therapy Education (CAPTE) granted full accreditation to the Husson Doctor of Physical Therapy Program in May 2000. Accreditation for 10 years was reaffirmed by CAPTE in October 2005.

## Financial Aid

A freshman-entry Physical Therapist student is classified as an undergraduate student through the fourth year, and as a graduate student in the fifth and sixth year. The student who holds a Baccalaureate degree is classified as a graduate student for the three years of the professional phase.

## Tuition

The tuition structure in the first, second, and third years is identical to the per-credit hour fee applied to other Husson students. Students enrolled in the fourth, fifth, and sixth years pay a higher per-credit hour fee that is specific to the physical therapy program.

## Clinical Education

Students in the fourth, fifth, and sixth years of the Physical Therapy program are required to participate in unpaid full-time clinical experiences as part of their professional education. It is recommended that students budget an additional $2,000-$2,500 for travel, accommodations, etc. There are four clinical placement periods during the professional phase of the programs shown below:

Year 4—8-week placement generally mid-May to early July

Year 5—8-week placement from mid-October to mid-December

Year 5—8-week placement generally mid-July to early September

Year 6—8-week placement in January and February

Generally, the Physical Therapy program will attempt to place fourth-year students near their home for the first clinical placement (although this cannot be guaranteed). In the fifth and sixth years, students will be required to travel to other locations for their clinical placements. The program currently has contracts with approximately 200 clinical sites throughout the United States.

# Doctor in Physical Therapy/B.S. in Kinesiology

# Pre-Professional Phase Courses

## Doctor in Physical Therapy/B.S. in Kinesiology (Years 1, 2, and 3)

| | | |
|---|---|---|
| EH 123 | Rhetoric and Composition I | 3 |
| EH 124 | Rhetoric and Composition II | 3 |
| EH 200 | Approaches to Literature | 3 |
| EH 360 | Writing in the Health Professions | 3 |
| HE 111 | The Husson Experience *** | 1 |
| MS 132 | Probability and Statistics | 3 |
| MS 180 | Precalculus with Trigonometry | 4 |
| MS 223 | Research Design | 3 |
| PH 110 | Introduction to Ethics | 3 |
| PT 425 | Exercise Physiology | 3 |
| PT 435 | Principles of Physiology | 3 |
| PY 111 | General Psychology | 3 |
| PY 141 | Human Growth and Development | 3 |

| | | |
|---|---|---|
| PY 232 | Abnormal Psychology | 3 |
| SC 181<br>& SL 181 | Chemistry I<br>and Chemistry Lab I | 4 |
| SC 182<br>& SL 182 | Chemistry II<br>and Chemistry Lab II | 4 |
| SC 191<br>& SL 191 | General Biology I<br>and General Biology Lab I | 4 |
| SC 221<br>& SL 221 | Anatomy and Physiology I<br>and Anat/Physiology Lab I | 4 |
| SC 222<br>& SL 222 | Anatomy and Physiology II<br>and Anatomy/Physiology Lab II | 4 |
| SC 271<br>& SL 271 | Physics I<br>and Physics Lab I | 4 |
| SC 272<br>& SL 272 | Physics II<br>and Physics Lab II | 4 |
| SC 291 | Cell Biology | 3 |
| SC 292 | Epidemiology | 3 |
| SC 334 | Genomic Biology | 3 |
| Elective 300+ level Psychology or Biology Course | | 3 |
| Foreign Culture and Converstation Elective | | 3 |
| Fine Arts Elective | | 3 |
| Global Elective | | 3 |
| Open Electives | | 6 |
| Cocurricular and/or Community Service | | |
| Total Hour | | 96 |

*** Credit may not be required for degree completion.

## Professional Phase Courses (Years 4, 5, and 6)

| | | |
|---|---|---|
| MS 345 | Biostatistics | 3 |
| PT 400 | Clinical Edu I (MAY-jULY) | 4 |
| PT 410 | Gross Anatomy | 5 |
| PT 411 | Kinesiology & Biomechanics | 3 |
| PT 412 | Motor Control & Learning | 3 |
| PT 415 | Therapeutic Skills I | 3 |
| PT 416 | Therapeutic Skills II | 1 |
| PT 417 | Physical Agents I | 3 |
| PT 418 | Physical Agents II | 1 |
| PT 420 | Life Cycles I | 2 |
| PT 431 | Psychosocial Aspects of Physical Therapy | 3 |
| PT 450 | Neurophysiology | 3 |
| PT 500 | Clinical Edu II (Mid-Oct to Mid-Dec) | 4 |
| PT 510 | Neuromuscular I | 3 |
| PT 515 | Therapeutic Skills III | 3 |
| PT 520 | Life Cycles II | 3 |
| PT 528 | Ethical/Legal/Management Issues in Physical Therapy | 3 |
| PT 530 | Rehabilitation of Chronic Conditions | 3 |
| PT 550 | Musculoskeletal I | 4 |
| PT 552 | Musculoskeletal II | 3 |
| PT 554 | Musculoskeletal III | 3 |
| PT 560 | Cardiorespiratory | 3 |
| PT 561 | Pathophysiology | 3 |
| PT 599 | Advanced Physical Therapy Elective | 3 |

| | | |
|---|---|---|
| PT 600 | Clinical Edu III (Mid-July to Mid-September) | 4 |
| PT 601 | Research Methods I | 1 |
| PT 602 | Research Methods II | 1 |
| PT 603 | Research Methods III | 2 |
| PT 604 | Research Methods IV | 3 |
| PT 605 | Advanced Anatomy | 1 |
| PT 608 | PT Management of Children with Neurologic Dysfunction | 3 |
| PT 610 | Neuromuscular II | 3 |
| PT 618 | Health and Wellness | 3 |
| PT 620 | Primary Health Care | 2 |
| PT 625 | Prosthetics in Rehabilitation | 2 |
| PT 630 | The Physical Therapist as Educator, Consultant and Advocate | 2 |
| PT 640 | Medical Imaging and Rehabilitation | 1 |
| PT 642 | Pharmacology and Rehabilitation | 1 |
| PT 650 | Patient Care Seminar I | 2 |
| PT 652 | Patient Care Seminar II | 1 |
| PT 661 | Exercise for Special Populations | 3 |
| PT 664 | Geriatrics | 3 |
| PT 700 | Clinical Education IV (January-March) | 4 |
| Total Hour | | 114 |

# Graduate Programs in the College of Health & Education

## The Health Programs

- M.S. Nursing
  - Advanced Practice Psychiatric Nursing Track (currently under revision to the Family Psychiatric Mental Health Nurse Practitioner Track)
  - Family and Community Nurse Practitioner Track (FCNP)
  - Nursing Education Track (NE)
- Post Masters Certificate Nursing
  - Adult Psychiatric Mental Health Nurse Practitioner (no longer offered)
  - Advanced Practice Psychiatric Nursing (CS) (currently under revision to the Family Psychiatric Mental Health Nurse Practitioner)
  - Family and Community Nurse Practitioner (FCNP)
  - Nursing Education (NE)
  - Women's Health NP (WHNP)
  - Family Psychiatric NP - Bridge
- M.S. Occupational Therapy
- Doctor in Physical Therapy

## The Education Programs

- Master of Education - Instructional Theory and Practice
- Master of Education - Video Production

- M.S. Clinical Mental Health Counseling
- M.S. Human Relations
- M.S. Pastoral Counseling
- M.S. School Counseling

# Graduate Programs in Counseling

The School of Education offers four master’s degrees in counseling related fields: Clinical Mental Health Counseling, Human Relations, Pastoral Counseling, and School Counseling. The programs are designed to enhance the professional skills and development of students who may choose to achieve licensure or certification, or who want to attain additional knowledge in the area of counseling

and human relations. While the following provides general guidelines as to academic standards and policies, students should reference specific information described under the specific programs.

## Admission Requirements Include

- Completed application form and fees including transcripts, essay, and a resume.
- Letters of Recommendation (three) from persons in a position to judge the applicant's preparation for, and ability to undertake, graduate study. At least one academic reference is preferred.
- BA or BS in Psychology, Social and Behavioral Sciences, or closely related field with a 3.0 overall grade-point average or better recommended.
- Standardized test scores (Miller Analogies Test or GRE) taken within the past five years, sent directly from the testing service. This requirement is waived for applicants already holding a graduate degree.
- Interview

## Status

An applicant’s admission status is one of the following:

*Regular.* Students whose applications are complete and who are accepted by the Graduate Admissions Committee without condition are admitted as regular graduate students.

*Conditional:* In reviewing a candidate’s application, the Graduate Admissions Committee may recommend that a student be accepted on a conditional basis. The letter of acceptance will contain the conditions that must be met before the student can be reclassified for regular status.

*Special:* This status is assigned to those students who are taking graduate courses, but whose applications are not yet complete. Admission as a special student does not necessarily mean that the student will be accepted as a regular student when and if application is made for such status. No more than 6 hours in special status may be applied toward the master’s degree.

## Academic Standards

Students must maintain a “B” average (3.0) in order to continue in a graduate program. A student whose average falls below 3.0, who earns a grade lower than a “C,” or who earns more than two grades of “C” or “C+,” will be reviewed by the Graduate Academic Program Committee, which may dismiss the student or determine the conditions under which the student may continue in the program. No more than six credits of course work in the “C” range can be applied toward the master’s degree. Required core and skills courses and field experiences require a B to pass. A student who has not attained a grade point average of 3.0 or better at the end of his or her program of study will not graduate.

## Transfer Credit

Normally six credits of appropriate graduate-level course work, earned within five years of entry into the Husson program, may be transferred from an accredited institution, if the grades earned in such course work are “B” or better.

In special circumstances, an individual who has begun a graduate program at another accredited institution may transfer up to nine credits from the program, if those credits have been earned within five years of the date of entry to the Husson program. Likewise, an individual who relocates out of the area may, with prior approval of the Dean, transfer back to the Husson program up to nine credits of graduate-level course work from an accredited institution in order to complete the requirements for the M.S. in Counseling / Human Relations programs. Only credits earned in course work completed with a grade of “B” or better will be eligible for transfer.

# M.S. Clinical Mental Health Counseling

This program consists of a minimum of 63 hours of counseling courses that provide students with a thorough background in the areas of individual and group counseling theories and skills; clinical practice; ethical, professional and legal issues in counseling; social and cultural factors in counseling; human development across the lifespan; work, leisure and career development theories and interventions; assessment in counseling, and the application of research. This program prepares students for licensing and national certification, as well as careers in mental health agencies, hospital programs private practices, counseling centers and other private and public mental health facilities.

## Comprehensive Examination

Students enrolled in the program must complete a comprehensive examination prior to entering internship.

## Graduation Requirements

Students enrolled in the program must:

- Have been admitted to degree candidacy.
- Have passed the comprehensive examination.
- Have completed the required course of study with a cumulative grade point average of 3.00 or better. Coursework with a recorded grade below “C” will not count towards the degree.

## Course requirements

| | | |
|---|---|---|
| CO 700 | Orientation to the Professions of Counseling and Human Relat | 3 |
| CO 702 | Human Growth and Development | 3 |
| CO 703 | Research and Program Evaluation | 3 |
| CO 704 | Social and Cultural Diversity | 3 |
| CO 705 | Theories of Counseling | 3 |
| CO 710 | Counseling Techniques | 3 |
| CO 711 | Legal, Ethical and Professional Issues in Counseling | 3 |
| CO 712 | Group Process | 3 |
| CO 721 | Assessment in Counseling | 3 |
| CO 722 | Career Development and Counseling | 3 |
| CO 801 | Marriage and Family Counseling | 3 |
| CO 805 | Addictions Counseling: Treatment and Contemporary Issues | 3 |
| CO 827 | Crisis Intervention | 3 |
| CO 846 | Clinical Diagnosis and Treatment Planning with Adults | 3 |
| CO 867 | Clinical Diag and Treatment Plan with Children and Adolescen | 3 |
| CO 890 | Practicum | 6 |
| CO 891 | Counseling Internship I | 3 |
| CO 892 | Counseling Internship II | 3 |
| CO 893 | Counseling Internship III | 3 |
| Elective | | 3 |
| Total Hour | | 63 |

# M.S. Human Relations

This program consists of a minimum of 39 hours of graduate level coursework, including 24 hours in counseling and human development as well as 15 credit hours of targeted electives for individuals such as teachers, ministers, human resource directors, nurses, law enforcement officers, managers, student affairs personnel in college or university settings, and others who regularly apply psychological insights into their work settings. Electives are typically from such graduate level academic disciplines as business, communications, education, and varied human services fields. Students enrolled in the Human Relations program may apply to transfer to other Counseling programs.

## Program Requirements

| | | |
|---|---|---|
| CO 700 | Orientation to the Professions of Counseling and Human Relat | 3 |
| CO 702 | Human Growth and Development | 3 |
| CO 703 | Research and Program Evaluation | 3 |
| CO 704 | Social and Cultural Diversity | 3 |
| CO 710 | Counseling Techniques | 3 |
| CO 712 | Group Process | 3 |
| CO 722 | Career Development and Counseling | 3 |
| CO 868 | Capstone Course | 3 |
| Electives – 15 pre-approved graduate-level credit hours | | 15 |
| Total Hour | | 39 |

# M.S. Pastoral Counseling

This graduate degree program offers coursework and field experiences designed to prepare students for the practice of Pastoral Counseling. Graduates of the program will have the academic preparation to apply for the National Certified Counselor (NCC) credential and for conditional licensure as a Pastoral Counselor in Maine. An additional goal of the program is to offer mental health practitioners, clergy, and other appropriate professionals formation, theory, and skills in pastoral counseling. In addition, graduate students in counseling, human relations, ministry, criminal justice, nursing, occupational therapy, education, and other appropriate programs will have the opportunity to take coursework related to the practice and ideology of pastoral care.

| | | |
|---|---|---|
| CO 700 | Orientation to the Professions of Counseling and Human Relat | 3 |
| CO 702 | Human Growth and Development | 3 |
| CO 703 | Research and Program Evaluation | 3 |
| CO 704 | Social and Cultural Diversity | 3 |
| CO 705 | Theories of Counseling | 3 |
| CO 710 | Counseling Techniques | 3 |
| CO 711 | Legal, Ethical and Professional Issues in Counseling | 3 |
| CO 712 | Group Process | 3 |
| CO 721 | Assessment in Counseling | 3 |
| CO 722 | Career Development and Counseling | 3 |
| CO 801 | Marriage and Family Counseling | 3 |
| CO 846 | Clinical Diagnosis and Treatment Planning with Adults | 3 |
| CO 867 | Clinical Diag and Treatment Plan with Children and Adolescen | 3 |
| CO 890 | Practicum | 6 |
| PC 706 | Introduction to the Field of Ministry and Leadership Studies | 3 |
| PC 708 | Pastoral Theology and Psychology | 3 |
| PC 707 | Introduction to Pastoral Care | 3 |
| PC 724 | Grief and Bereavement Counseling | 3 |
| PC 889 | Clinical Pastoral Education (CPE) | 6 |
| Total Hour | | 63 |

# M.S. School Counseling

The School Counseling program is designed to prepare entry-level school counselors. The 60-hour program is comprised of coursework, a semester-long practicum and a two-semester internship of a at least 600 hours. Participants are prepared to apply for certification as a School Counselor (school guidance counselor). Working closely with faculty, students will develop a comprehensive understanding of current issues and theories in school counseling and the role of the school guidance program across the domains of academic, career, and personal/social development. The student will acquire individual and group counseling and classroom facilitation skills, as well as consultation and collaboration skills. The practicum and internship experiences will allow students to apply their understanding of the theory and research in highly supervised K-12 educational settings.

## Program Requirements

| | | |
|---|---|---|
| CO 700 | Orientation to the Professions of Counseling and Human Relat | 3 |
| CO 702 | Human Growth and Development | 3 |
| CO 703 | Research and Program Evaluation | 3 |
| CO 704 | Social and Cultural Diversity | 3 |
| CO 705 | Theories of Counseling | 3 |
| CO 710 | Counseling Techniques | 3 |
| CO 712 | Group Process | 3 |
| CO 721 | Assessment in Counseling | 3 |
| CO 722 | Career Development and Counseling | 3 |
| CO 723 | Practices in Counseling Young Children and Adolescents | 3 |
| CO 890 | Practicum | 6 |
| CO 891 | Counseling Internship I | 3 |
| CO 892 | Counseling Internship II | 3 |
| ED 701 | Introduction to School Guidance Counseling | 3 |

| | | |
|---|---|---|
| ED 705 | The Changing Role of the School Counselor | 3 |
| Elective | | 3 |
| CO 805 | Addictions Counseling: Treatment and Contemporary Issues | 3 |
| CO 827 | Crisis Intervention | 3 |
| CO 711 | Legal, Ethical and Professional Issues in Counseling | 3 |
| Total Hour | | 60 |

Note: In order to receive certification as a school counselor in the State of Maine, students must take an approved course for Teaching Exceptional Students in the Classroom at either the graduate or undergraduate level. At Husson, the course is ED 321 Educating Exceptional Students.

# Graduate Programs in Education

## MASTER OF EDUCATION

**Overview:**

The Master of Education (M.Ed.) degree is designed as a hybrid program for PK – 16 educators who desire to enhance their current knowledge and skills while earning a graduate degree. The unique focus of this program is the development of successful academic, social, and behavioral approaches using an inquiry-based approach. Throughout the required coursework, students will strengthen their understanding of effective instructional techniques and current research regarding best practice in the field of teaching.

The M.Ed. Program will combine synchronous (all participants online at once) and asynchronous (participants working online separately) sessions during the academic year with a face-to-face course each summer. It will be delivered in a cohort and hybrid model in which a group of students start, progress, and complete the program together. In addition to the 18 credit core curriculum, students will be able to concentrate in one of two areas: Instructional Theory and Practice and Video Production. The Instructional Theory and Practice concentration will provide a balanced understanding of research, instruction, best practice in Science, Technology, Engineering and Math (STEM), literacy, and social and behavioral theory. The Video Production Concentration will include 15 credits of coursework through Maine Media College in Rockport.

**Core Program Goals:**

- Support integration of content, pedagogy, research, and theory to build on experience and address individual areas of interest and need, while being responsive to the social, behavioral, and academic needs of students;
- Develop knowledge, abilities, and dispositions with regard to teaching techniques, curriculum design, assessment practices, and student social, behavioral, and academic learning needs as a basis for informed decision-making in the classroom; and
- Enhance abilities to engage in self-reflection which yields purposeful opportunities for professional learning and improvement regarding what accomplished teachers should know and be able to do.
- Increase proficiency in the analysis and use of student data to improve instruction and programming.
- Enhance proficiency in the integration of technology in teaching, learning, and professional development; and
- Foster commitment to ethical behavior and social responsibility in decision-making.

**Program Requirements:**

The Master of Education program requires 33 credits of coursework. Throughout the program, candidates develop a professional e-portfolio for presentation as they prepare to graduate. The portfolio will demonstrate evidence of how knowledge and theory have been translated into effective practices that promote academic and social success. The design of the program and the criteria for the e-portfolio will be aligned to the Interstate Teacher Assessment and Support Consortium (InTASC) Model Core Teaching Standards and the National Educational Technology Standards for Teachers (NETS-T).

Candidates will also complete a Capstone Project. This will be an action research project that will be introduced in their first course and will be continually refined and developed throughout the program. The Capstone course will focus on the completion of this research. The resulting project will be part of the e-portfolio and will be presented at the culmination of the program.

## M.Ed. - Instructional Theory and Practice

| | | |
|---|---|---|
| ED 601 | Theoretical Foundations of Learning | 3 |
| ED 603 | Advanced Curriculum and Instruction | 3 |
| ED 702 | Advanced Assessment Practices | 3 |
| ED 706 | STEM in the Classroom | 3 |
| ED 707 | Literacy Across the Curriculum | 3 |

| | | |
|---|---|---|
| ED 708 | Advanced Classroom Management | 3 |
| ED 809 | Integrating Technology into Instruction | 3 |
| ED 810 | Teacher Leadership: Current Issues and Trends | 3 |
| CO 703 | Research and Program Evaluation | 3 |
| CO 704 | Social and Cultural Diversity | 3 |
| CO 868 | Capstone Course | 3 |
| Total Hour | | 33 |

## M.Ed. - Media Arts

| | | |
|---|---|---|
| ED 601 | Theoretical Foundations of Learning | 3 |
| ED 603 | Advanced Curriculum and Instruction | 3 |
| ED 702 | Advanced Assessment Practices | 3 |
| CO 703 | Research and Program Evaluation | 3 |
| CO 704 | Social and Cultural Diversity | 3 |
| CO 868 | Capstone Course | 3 |
| Camera and Visual Storytelling * | | 3 |
| Production Sound Mixing * | | 3 |
| Directing Actors for the Camera * | | 3 |
| The Art of Editing * | | 3 |
| Advanced Storystructure and Screenwriting * | | 3 |
| Total Hour | | 33 |

* Courses offered by Maine Media College. These courses are recommended but may vary by candidate.

**Graduation Requirements:**

M.Ed. degree candidates must fulfill the following academic requirements:

- Pursue coursework with a cohort
- Meet requirements for candidacy
- Complete required coursework according to the established time lines
- Fulfill action research requirements
- Submit a comprehensive e-portfolio prior to graduation
- Maintain a minimum GPA of 3.0 with no single grade below a C

# Graduate Programs in Nursing

## Admission

Application for admission should be made to:

School of Graduate Studies
Husson University
One College Circle
Bangor, ME 04401

The successful Master of Science in Nursing applicant will have received a B.S.N with a minimum 3.0 GPA, show promise of ability and motivation to pursue graduate-level study, and have completed undergraduate health assessment and statistics courses. In addition, a minimum of one year professional clinical nursing practice is required with additional experience strongly recommended.

The Graduate Nursing Admissions Committee makes admission decisions based on the following factors:

- Previous college or university work
- Score on the Miller Analogies Test (MAT) or Graduate Record Examination (GRE)
- Letters of recommendation

- A personal interview with the Graduate Nursing Admissions Committee.

A complete Master of Science in Nursing application includes:

- The Graduate Application
- Application fee
- Official transcripts of all previous college work
- Three letters of recommendation from professional colleagues (one must be from current supervisor)
- GRE/MAT results
- Proof of RN licensure

A background check and immunization records are required and must be complete and uploaded to CertifiedBackground.com prior to course registration. Instructions for this process will be provided to the applicant upon acceptance in the Graduate Nursing Program.

Prospective students should contact the Graduate Admissions Office for information regarding application deadlines.

## Status

An applicant's admission status is one of the following:

*Regular.* Students whose applications are complete and who are accepted by the Graduate Nursing Admissions Committee without condition are admitted as regular graduate students.

*Conditional.* In reviewing a candidate's application, the Graduate Nursing Admissions Committee may recommend that a student be admitted on a conditional basis. The letter of acceptance will contain the condition(s) which must be met before the student can be reclassified as regular status.

*Non-Degree.* This status is assigned to those students who are taking graduate courses without formally applying to the Graduate Nursing program. No more than 9 credit hours may be applied toward the Master's degree. Admission in non-degree status requires the submission of official undergraduate transcript(s).

## Transfer Credit

Normally, nine credits of appropriate graduate-level course work, earned within five years of entry into the Husson program, may be transferred from an accredited institution if the grades earned in such coursework are "B" or better.

## Change of Specialty Track Within Husson University Graduate Nursing Program

A student in the Husson Master's program who wishes to change to a different specialty track needs to submit an application to the selected program. The application will be reviewed with all other applicants during the admission review period. Following admission to the new program, the student will submit a Change of Specialty Form to the registrar. Courses successfully completed in the Husson Master's program that are required in the new specialty track will be accepted for credit.

## Academic Policies

Students must maintain a "B" average (3.0) in order to continue their graduate program. A student whose average falls below 3.0, who earns a grade lower than a "C", or who earns more than two grades of "C" or "C+" in non-clinical/non-internship courses," will be reviewed by the Graduate Committee, which may dismiss the student or determine the conditions under which the student may continue in the program. No more than six credits of course work in the "C" range can be applied toward the master's degree. A student who has not attained a grade point average of 3.0 or better at the end of his or her program of study will not graduate.

No grade below "B-" will be accepted in any graduate clinical/internship nursing course:

In the Family and Community Nurse Practitioner Track, these courses are:

| | | |
|---|---|---|
| NU 704 | Advanced Health Assessment | 3 |
| NU 802 | Family Health II | 6 |
| NU 804 | Family Health III (with 168 Clinical Hours) | 6 |
| NU 806 | Internship/Practicum | 6 |
| NU 807 | Family Health I Pediatrics | 3 |
| NU 808 | Family Health I Women's Health and Obstetrics | 3 |
| NU 841 | Family and Community Nurse Practitioner Capstone | 1-3 |

In the Advanced Practice Psychiatric Nursing Track, these courses are:

| | | |
|---|---|---|
| NU 704 | Advanced Health Assessment | 3 |
| NU 722 | Adv Mental Health Assessment | 3 |
| NU 810 | Psychiatric Nursing I | 5 |
| NU 812 | Psychiatric Nursing II | 5 |
| NU 814 | Psychiatric Nursing III | 6 |
| NU 816 | Psychiatric NP Internship/Practicum | 3 |

In the Nursing Education Track, these courses are:

| | | |
|---|---|---|
| NU 704 | Advanced Health Assessment | 3 |
| NU 830 | Teaching Learning Theories & Strategies in Health Education | 3 |
| NU 832 | Curriculum Development in Nursing Education | 3 |
| NU 834 | Assessment and Evaluation in Nursing Education | 3 |
| NU 836 | Informatics and Technology in Health Education | 3 |
| NU 838 | Internship/Clinical Practicum in Nursing Education | 4 |

Students in the M.S.N. program may retake a clinical course for a passing grade only once. If they earn a second grade below a “B-” in any other clinical/internship course, they will be dismissed from the program.

Students will receive one final grade for each graduate nursing course. The clinical/internship component will be graded on a “Pass/Fail” basis. If a student fails the clinical/internship component, he or she receives an “F” for the overall course grade and must repeat both the class and clinical portions of the course.

All other academic and financial policies of the Graduate Nursing programs are consistent with those identified in the Husson University Catalog and Graduate Nursing Program Student Handbook.

## Resources for Graduate Study

Libraries: The Husson Library, in addition to its collection of nursing and health care related materials, has the capability of locating necessary materials in other libraries through Interlibrary Loan. Students have access to the Bangor Public Library, one of the finest in the East, the Eastern Maine Medical Center Parrot Health Sciences Library, and the Fogler Library at the University of Maine. The latter is the regional depository for all government publications.

Computer Facilities: The University has microcomputer labs with PCs. The labs provide instructional and operational assistance to users and potential users of microcomputers in business, professional, health and educational settings, as well as Internet access.

Health Assessment Lab: This facility offers graduate nursing students an opportunity to practice advanced health assessment skills in a realistic clinical setting. Exam areas and equipment are set up to simulate an ambulatory clinic setting for student use in both course labs and informal practice sessions.

# M.S. in Nursing

There are presently three tracks in the Graduate Nursing Program offering an M.S. in Nursing:

- Advanced Practice Psychiatric Nursing (currently under revision to Family Psychiatric Mental Health Nurse Practitioner)
- Family and Community Nurse Practitioner (FCNP)
- Nursing Education (NE)

# M.S. In Nursing - Family and Community Nurse Practitioner

This CCNE accredited graduate track leads to the Master of Science in Nursing degree or a Post-Master’s Certificate, reflecting Husson’s ongoing commitment to educate nurses for the challenges of the 21st century. Graduates are eligible to sit for the ANCC or AANP Family Nurse Practitioner Certification Exam.

The FCNP Track offers both a hybrid (primarily on-line with minimal on-campus presence required) and distance education component for our students. The distance education option dramatically reduces the amount of travel necessary to complete the program. This option is especially attractive to students who live a significant distance from Husson University. Distance education techniques consist of interactive compressed video and on-line learning. If you are interested in completing the Family and Community Nurse Practitioner Track using distance education technology, contact the program at 207-941-7166 for further details.

## Track Outcomes

Upon completion, graduates will be expected to:

- Provide primary health care to individuals of all ages and their families, within diverse practice settings.
- Utilize community assessment in evaluating patient needs and planning health care.
- Synthesize relevant theories and specialized knowledge into clinical practice.
- Analyze and apply research literature used for improving health outcomes of individuals and their families.
- Influence advanced practice by exhibiting competence in clinical practice, teaching, counseling, consultation, research, leadership and collaboration.
- Develop an integrated interprofessional approach in the delivery of comprehensive family health care.
- Contribute to the improvement of family health care by influencing health policy.
- Practice with personal integrity and a willingness to search for ethical truths in a constantly changing environment.
- Assume responsibility for continued professional growth and development.

## Professional Courses

| | | |
|---|---|---|
| NU 700 | Theories and Roles for Advanced Nursing Practice | 3 |
| NU 702 | Pharmacotherapeutics | 3 |
| NU 704 | Advanced Health Assessment | 3 |
| NU 706 | Advanced Pathophysiology | 3 |
| NU 710 | Nursing Research | 3 |
| NU 730 | Interprofessional Issues in Rural Public Health | 3 |
| NU 740 | Public Health Policy Issues and Challenges | 3 |
| NU 802 | Family Health II | 6 |
| NU 804 | Family Health III (with 168 Clinical Hours) | 6 |
| NU 806 | Internship/Practicum | 6 |
| NU 807 | Family Health I Pediatrics | 3 |
| NU 808 | Family Health I Women's Health and Obstetrics | 3 |
| NU 841 | Family and Community Nurse Practitioner Capstone | 3 |
| Total Hour | | 48 |

# M.S. in Nursing - Nursing Education Track

**Overview**

The 40-credit graduate program of study leads to a Master of Science degree in Nursing Education. Graduates can focus their studies on a variety of interest areas, such as nursing education, clinical education, staff development, or simulation. Courses are designed to create professional networks and resources, provide a strong educational foundation to meet the challenges of teaching in healthcare, and allow flexibility of hybrid/online study. The program consists of core graduate nurse courses, specialty educational courses, and ending with intensive internship and scholarly project. In alignment with CCNE accreditation standards, the program of study includes foundational 3P courses in advance health assessment, advance pathophysiology and pharmacotheraputics, while infusing essential concepts throughout the curriculum.

This program reflects Husson's ongoing commitment to educate nurses for the challenges of the 21st century, preparing graduates for an educator role in either an academic or healthcare institution. Graduates will be eligible to sit for the NLN Nurse Educator Certification Exam upon completion of the two-year teaching experience criterion. The curriculum is designed to provide graduates with a strong foundation of pedagogy, the science of teaching, to compliment an existing role of experienced clinician.

**Track Outcomes**

Upon program completion, graduates will be expected to:

- Create an environment in classroom, laboratory, and clinical settings that facilitates student learning and the achievement of desired cognitive, affective, and psychomotor outcomes.
- Facilitate student development and socialization as nurses and integrate the values and behaviors expected of those who fulfill that role
- Use a variety of strategies to assess and evaluate student learning in classroom, laboratory, simulation and clinical settings, as well as in all domains of learning

- Formulate program outcomes and design curricula that reflect contemporary health care trends and prepare graduates to function effectively in health care environments
- Function as a change agent and leader to create a preferred future for nursing education and nursing practice
- Recognize that their role is multidimensional and pursue continuous quality improvement in the nurse educator role to develop and maintain competence is essential
- Engage in professional scholarship
- Function within the educational environment within which they practice and recognize how political, institutional, social and economic forces impact their role

Professional Courses

| | | |
|---|---|---|
| NU 700 | Theories and Roles for Advanced Nursing Practice | 3 |
| NU 702 | Pharmacotherapeutics | 3 |
| NU 704 | Advanced Health Assessment | 3 |
| NU 706 | Advanced Pathophysiology | 3 |
| NU 710 | Nursing Research | 3 |
| NU 730 | Interprofessional Issues in Rural Public Health | 3 |
| NU 740 | Public Health Policy Issues and Challenges | 3 |
| NU 830 | Teaching Learning Theories & Strategies in Health Education | 3 |
| NU 832 | Curriculum Development in Nursing Education | 3 |
| NU 834 | Assessment and Evaluation in Nursing Education | 3 |
| NU 836 | Informatics and Technology in Health Education | 3 |
| NU 838 | Internship/Clinical Practicum in Nursing Education | 4 |
| NU 840 | Nurse Educator Capstone | 3 |
| Nursing Elective | | 3 |
| Total Hour | | 43 |

# Post Master’s Certificates in Nursing

Post Master's Certificates may be obtained in each of the Graduate Nursing Program tracks:

- Family Psychiatric NP - Bridge
- Family and Community Nurse Practitioner Track (FCNP)
- Nursing Education Track (NE)
- Women's Health Nurse Practitioner Track (WHNP)

Students with a Masters degree in Nursing who wish to apply for the CAS (Certificate of Advanced Study) will follow the same application process identified in the Program catalog. Graduate Record Examination (GRE)/Miller Analogies Test (MAT) results are not required.

# M.S. In Nursing - Family and Community Nurse Practitioner

This CCNE accredited graduate track leads to the Master of Science in Nursing degree or a Post-Master’s Certificate. It reflects Husson’s ongoing commitment to educate nurses for the challenges of the 21st century. Graduates are eligible to sit for the ANCC or AANP Family Nurse Practitioner Certification Exam.

The FCNP Track offers a distance education component for our students. The distance education option dramatically reduces the amount of travel necessary to complete the degree or accreditation. This option is especially attractive to students who live a significant distance from Husson University. Distance education techniques consist of interactive compressed video and on-line learning. If you are interested in completing the Family and Community Nurse Practitioner Track using distance education technology, contact the program at 207-941-7166 for further details.

## Track Outcomes

Upon completion, graduates will be expected to:

- Provide primary health care to individuals of all ages and their families, within diverse practice settings.
- Utilize community assessment in evaluating client needs and planning health care.
- Synthesize relevant theories and specialized knowledge into their clinical practice.
- Analyze and apply research literature used for improving health outcomes of individuals and their families.
- Influence family nursing practice by exhibiting competence in clinical practice, teaching, counseling, consultation, research, leadership and collaboration.
- Utilize an interdisciplinary focus in the delivery of comprehensive family health care.
- Contribute to the improvement of family health care by influencing health policy.
- Practice with personal integrity and a willingness to search for ethical truths in a constantly changing environment.
- Assume responsibility for continued professional growth and development.

### Professional Courses

| | | |
|---|---|---|
| NU 700 | Theories and Roles for Advanced Nursing Practice | 3 |
| NU 702 | Pharmacotherapeutics | 3 |
| NU 704 | Advanced Health Assessment | 3 |
| NU 706 | Advanced Pathophysiology | 3 |
| NU 730 | Interprofessional Issues in Rural Public Health | 3 |
| NU 740 | Public Health Policy Issues and Challenges | 3 |
| NU 802 | Family Health II | 6 |
| NU 804 | Family Health III (with 168 Clinical Hours) | 5 |
| NU 806 | Internship/Practicum | 6 |
| NU 807 | Family Health I Pediatrics | 3 |
| NU 808 | Family Health I Women's Health and Obstetrics | 3 |
| NU 841 | Family and Community Nurse Practitioner Capstone | 3 |
| Total Hour | | 44 |

## Family Psychiatric Nurse Practitioner

| | | |
|---|---|---|
| NU 818 | Family Psychiatric Nurse Practitioner Practicum | 2 |
| NL 818 | Family Psychiatric Nurse Practitioner Practicum Student may take this course multiple times to gain total of 3 credits | 3 |
| Total Hour | | 5 |

## Nursing Education

Post Master's Certificate in Nursing Education (16-40 Credits)

This option exists for individuals who have earned a Master's degree in Nursing from a program accredited by the National League for Nursing Accreditation Commission or the Commission on Collegiate Nursing Education. Student's wishing to apply for this option will follow the same application process identified in the Graduate Nursing Program catalog except they do not need to fulfill the Miller Analogies Test (MAT) requirement. The Post Master's Certificate in Nursing Education offers opportunities to practice in academic as well as clinical healthcare facilities with a diverse client population. The Post Master's Certificate Nursing Education content addresses the NLN Core Competencies of the Nurse Educator. Upon graduation and completion of two years of full-time employment as an academic faculty member the graduate will be eligible to sit for the NLN Nurse Educator Certification Exam. Prospective applicants interested in pursuing a Post Master's Certificate in Nursing Education are strongly encouraged to meet with the Program Director to discuss their individual course work.

The identification of courses within the existing program of study to be taken (T), challenged (C), and/or transferred (TR) will be determined on an individual basis upon review of the applicants' Master's degree transcripts.

| Core Courses | | |
|---|---|---|
| NU 700 (p. 140) | Theories and Roles for Advanced Nursing Practice | 3 |
| NU 702 (p. 140) | Pharmacotherapeutics | 3 |
| NU 704 (p. 140) | Advanced Health Assessment | 3 |
| NU 706 (p. 140) | Advanced Pathophysiology | 3 |
| NU 710 (p. 140) | Nursing Research | 3 |

| | | |
|---|---|---|
| NU 730 (p. 140) | Interprofessional Issues in Rural Community Health | 3 |
| NU 740 (p. 140) | Public Health Policy Issues and Challenges | 3 |
| NU 840 (p. 140) | Nurse Educator Capstone | 3 |
| Specialty Courses | | |
| NU 830 (p. 140) | Teaching Learning Theories and Strategies in Health Education | 3 |
| NU 832 (p. 140) | Curriculum Development in Nursing Education | 3 |
| NU 834 (p. 140) | Assessment and Evaluation in Nursing Education | 3 |
| NU 836 (p. 140) | Informatics and Technology in Health Education | 3 |
| NU 838 (p. 140) | Internship/Clinical Practicum in Nursing Education | 4 |
| Total Hour | | 40 |

# Certificate in Women's Health Nurse Practitioner

Program Description

Husson University's Women's Health Nurse Practitioner Track will educate Masters-prepared Family and Adult Nurse Practitioners in the care of women across the lifespan--from adolescence to menopause and beyond, with an emphasis on reproductive-gynecologic health. Coursework includes a combination of didactic and internship that will build on the student's existing primary care knowledge. Content is delivered in a "hybrid" fashion, in a combination of on-line, on-campus and experiential learning activities. A total of 21 credit hours and 688 internship hours are scheduled to be completed within a 12-month time frame.

Scope of Practice

The Women's Health Nurse Practitioner (WHNP) is an Advanced Practice Registered Nurse prepared at the master's degree level as a nurse practitioner, whose focus is the care of women across the lifespan. The WHNP is a specialist in obstetrics and gynecology and provides gynecological services including well-woman care, health education, contraceptive counseling and prenatal care. Women's Health Nurse Practitioners practice under the rules and regulations of State Boards of Nursing.

Credentials and Certification

Graduation from the programs provides the MSN-prepared WHNP with a Certificate of Advanced Graduate Study, eligible to sit for the national certifying examination and to apply for prescriptive authority in all 50 states (with some restrictions as specified on a state-by-state basis).

Objectives/Goals:

- Provide comprehensive women's health care through the lifespan.
- Synthesize relevant theoretical and empirical knowledge as a framework for advanced women's health care.
- Increase the number of WHNPs in Maine and the nation.
- Address the health and environmental risks that female patients experience, such as domestic violence, sexual assault and substance abuse.
- Contribute to the improvement of women's health care by influencing health policy.
- Utilize an interdisciplinary focus in the delivery of comprehensive women's health care.
- Practice women-centered primary care services to individuals with complex health issues in collaboration with an interprofessional team.

| | | |
|---|---|---|
| NU 809 (p. 141) | Advanced Women's Health Assessment II (with 168 Internship Hours) | 6 |
| NU 811 (p. 141) | Women's Health Issues - A Public Health Approach to Care and Policy | 3 |
| NU 813 (p. 141) | Advanced Women's Health Assessment III (with 168 Internship Hours) | 6 |
| NL 815 (p. 141) | Women's Health NP - Final Practicum (352 Hours) | 6 |
| Two clinical courses were not captured in credit load; the actual total credits are 21. These forms will need to be updated. | | |
| Total Hour | | 21 |

# Graduate Programs in Occupational Therapy

The graduate, MS-only, option is available for students who have already completed and possess and undergraduate degree in another field of study. This is a three year graduate program and results in an MS in Occupational Therapy. Graduate students do not need to meet the undergraduate general education requirements as they already have an undergraduate degree. They must however still meet

the pre-requisite core courses required and also meet the same criteria for grades and GPA as all other students in the occupational therapy program.

## Admission criteria (MS in Occupational Therapy)

For the MS-only graduate-level program, i.e. students who have completed a baccalaureate degree in any field and who now want to pursue a career in occupational therapy, applicants must meet the following criteria. All students must have a minimum overall GPA of 3.0 and all of the following pre-requisite course work must be completed with a grade of C+ or better prior to entry into the M.S. in Occupational Therapy program:

- General Psychology
- Abnormal Psychology
- Statistics
- Introduction to Research
- Principles of Sociology or Cultural Anthropology
- Anatomy and Physiology - 8 credits (6 in course work; 2 in lab)
- Human Growth and Development

As with the BS applicants we recommend 20 hours of volunteering or “shadowing” a clinician in at least two areas of Occupational Therapy.

## Financial Aid

Please contact the Office of Financial Aid with your specific questions regarding financial aid. Students in the MS-only are classified as graduate students for the three years of study.

## Progression policy (MS in Occupational Therapy)

Graduate

- Attain and maintain a minimum 3.0 GPA in order to progress each semester in the graduate years (3rd, 4th and 5th) of the program.
- No more than six (6) credits of graduate course work in the “C+” range can be applied toward the Masters degree.

All OT students – Undergraduate and Graduate

- All third year professional courses must be completed successfully with a grade of C+ or better in order to progress to the fourth year. All fourth year professional courses must be completed successfully with a grade of C+ or better in order to progress to Fieldwork Level II clinical experiences and to the fifth year of professional courses. This includes a letter grade of “Pass” for all Level I Fieldwork courses.
- Students are expected to be fulltime during the professional phase of the program. Under exceptional circumstances students may petition to be part-time. If the request is granted by the Faculty there is a prescribed sequence of courses students must take. Part-time students must complete the professional phase within 5 years of starting the professional phase whether they started as full time or part time students. All students must enroll fulltime in the final graduate year, known as the “5th year” in the curriculum. Again, exceptions will be considered on a case-by-case basis but will be the exception rather than an expectation.

## MISSION STATEMENT AND EDUCATIONAL GOALS

The mission of the Husson University School of Occupational Therapy is to prepare generalist practitioners who engage in client-centered contemporary practice and scholarship. We achieve this professional preparation by focusing on the following educational goals:

Goal 1. Provide a learning environment that ensures the development of professional and personal leadership skills and values grounded in ethics and self-reflection;

Goal 2. Promote best professional practice by developing students’ appreciation of health, wellness and meaningful participation in life through occupational engagement within and across diverse contexts and environments; and

Goal 3. Foster the development of evidence-based critical thinking and clinical reasoning in support of life-long learning.

## ACCREDITATION

AOTA's accrediting body, the Accreditation Council for Occupational Therapy Education (ACOTE®), accredits approximately 277 occupational therapy and occupational therapy assistant educational programs. ACOTE is an active member of the Association of Specialized and Professional Accreditors (ASPA) and is recognized and fully compliant with all requirements of both the U.S. Department of Education (USDE) and the Council for Higher Education Accreditation (CHEA).

The Occupational Therapy Program at Husson University was initially accredited in 2003 and has been continuously accredited since then. The next accreditation review will occur in the academic year 2015/2016. Accreditation is provided by the Accreditation Council for Occupational Therapy Education (ACOTE) for the American Occupational Therapy Association (AOTA), 4720 Montgomery Lane, Bethesda Maryland 20824-1220. AOTA's phone number is (301) 652 AOTA.

## CERTIFICATION AND LICENSURE

Once you graduate with the MS in Occupational Therapy, you will become eligible to take the National Board for Certification in Occupational Therapy (NBCOT) examination. Their address is: 800 S. Frederick Ave., Suite 200, Gaithersburg, MD 20877-4150 (301) 990 7979. After successful completion of this exam, you will be an Occupational Therapist Registered (OTR). Most states require licensure in order to practice, however, state licenses are usually based on the results of the NBCOT examination. *Please be aware that a felony conviction may affect a graduate's ability to sit for the NBCOT examination or attain state licensure.*

# M.S. in Occupational Therapy

Once the prerequisites are completed the program should take three years to complete.

| **Occupational Therapy Classes** | | |
|---|---|---|
| HS 301 | Introduction to Public Health | 3 |
| HS 311 | Healthcare Management and Organization | 3 |
| HS 411 | Health Economics and Policy | 3 |
| OT 300 | Prin. of Human Movement & Occupational Performance | 3 |
| OT 320 | Occupational Analysis | 3 |
| OT 321 | Theoretical Foundations of Practice | 3 |
| OT 322 | Professional Foundations of Occupational Thearpy | 3 |
| OT 323 | Screening, Assessment & Evaluation | 4 |
| OT 330 | Functional Anatomy | 4 |
| OT 331 | Neuroscience | 4 |
| OT 361 | Level IA Fieldwork | 1 |
| OT 380 | Integrative Health I: Wellness | 3 |
| OT 413 | Children & Youth I | 3 |
| OT 414 | Children & Youth II | 3 |
| OT 440 | Mental Health I | 4 |
| OT 441 | Mental Health II | 3 |
| OT 449 | Rehab. & Participation I | 4 |
| OT 450 | Rehab. & Participation II | 4 |
| OT 460 | Level IB Fieldwork | 1 |
| OT 461 | Level IC Fieldwork | 1 |
| OT 470 | Research & Evid-Based Prac. I | 3 |
| OT 471 | Research & Evid-Based Prac. II | 3 |
| OT 552 | Context & Environment | 3 |
| OT 561 | Level Two Fieldwork IIA | 6 |
| OT 562 | Level Two Fieldwork IIB | 6 |
| OT 563 | Clinical Integration: Res. & EBP | 2 |
| OT 570 | Seminar: Res. & EBP | 3 |
| OT 580 | Integrative Health II: Spirituality | 2 |
| OT 581 | Upper Extremity: Res & EBP | 2 |
| OT 582 | Neurorehabilitation: Res. & EBP | 2 |
| Select two of the following: | | 6 |
| OT 583 | Work & Industry: Res & EBP | |

| | | |
|---|---|---|
| OT 599 | Topic/ | |
| Graduate Business Electives | | |
| Graduate Health Elective | | |
| Total Hour | | 98 |

# Programs in Physical Therapy

There are two ways to enter into the Doctor of Physical Therapy program, a six-year freshman entry program or a three-year graduate program. Students who have earned a baccalaureate degree and who have satisfactorily completed all pre-requisite courses may apply to enter the professional phase (year 4) of the DPT Program as graduate students. Following successful completion of the 3-year professional phase these students will receive the Doctor of Physical Therapy degree. This entry-level clinical doctorate allows graduates to apply for physical therapy licensure; hence this program is not appropriate for individuals who have already earned a physical therapy degree either in the U.S. or in other countries.

## Mission Statement

The mission of the Husson University Physical Therapy Program is to graduate generalist practitioners with advanced skills in selected practice environments. These skilled, knowledgeable and reflective practitioners are independent in their assessment of client needs but collaborative within the health care team in the ethical promotion of health and function. These graduates are responsible and self-directed learners, both adaptable and successful in addressing issues of diverse and complex health care systems, practice environments and client populations.

## Vision Statement

The physical therapy program seeks to produce graduates who:

- Practice physical therapy as a generalist practitioner with high ethical and legal standards.
- Interact with clients, patients, family, colleagues, health care team members and the community with respect, caring, compassion, sensitivity to difference, and strong communication skills.
- Approach the patient management process, ambiguous health care situations, and complex problems with critical and reflective thinking.
- Are motivated to pursue life-long learning through continuing education, specialization, and/or advanced study.
- Serve as role models and leaders to advance health, wellness and prevention.
- Act as leaders in professional activities that promote the advancement of the profession of physical therapy.

**Graduate Admissions Criteria for the Three-year DPT Program**

Applicants who have earned a Baccalaureate degree may apply for entry to the fourth year of the six-year the program, and will be considered in late spring after the number of third-year students progressing to the fourth year is known. The number of available positions is limited and varies from year-to-year. Graduate student applicants applying for fall entry into the three-year DPT program must apply online through PTCAS, the Central Application Service for Physical Therapy programs. PTCAS applications will be accepted at www.ptcas.org. *Please apply early as it is time consuming to collect your supporting application materials.*

Husson University has adopted a rolling admissions process. Completed PTCAS applications will be reviewed starting in January and will continue until the close of applications in April. Official transcripts showing evidence of completion of a Bachelor's Degree must be sent to Husson's Graduate Admissions Office by the program's start date in August.

Applicants must meet the following criteria:

·have an undergraduate degree with a cumulative GPA of 3.0 or greater

·have successfully completed the following pre-requisite courses with a minimum grade of C:

• Introductory Statistics (3 credits)

• General Psychology (3 credits)

• Anatomy with lab (4 credits)

• Physiology with lab (4 credits)

• May take Anatomy and Physiology I and II with labs to meet anatomy and physiology requirements (8 credits)

• Chemistry I and II with labs (8 credits)

• Physics I and II with labs (8 credits)

• Two Biology courses (6 credits)

• Upper level Psychology (3 credits), such as Abnormal, Developmental, or Child Psychology

Applicants must submit the following items to PTCAS:

·Application with application fee

·Official transcripts of all previous college or university work

·Official GRE transcript of test score taken within 5 years of application

·Two letters of recommendation, one from a physical therapist or employer, and one from a past instructor

·Physical Therapy observation hours verification

·One essay responding to PTCAS prompt

·One supplemental essay on one of the following topics:

• Topic one: Discuss some issue of personal, local, national, or international concern and its importance to you.

• Topic two: Describe a major problem or challenge that you have encountered and the ways in which you dealt with it.

• Topic three: Newton's First Law of Motion states that an object in motion tends to stay in motion in the same direction unless acted upon by an external force. Tell us about an external influence (a person, an event, etc.) that affected you and how it caused you to change direction.

Limit your essay to no more than two typed pages, double-spaced. The essay will be evaluated on organization, clarity, grammar, and punctuation, as well as content. Please include the topic at the top of your essay.

Please review program-specific admission requirements and deadlines at

http://www.ptcas.org/ptcas/public/Listing.aspx?seqn=255&navid=10737426783

## Accreditation

The Commission on Accreditation in Physical Therapy Education (CAPTE) granted full accreditation to the Husson Physical Therapist Program in May 2000. Accreditation for 10 years was reaffirmed by CAPTE in October 2005.

## Financial Aid

A freshman-entry Physical Therapist student is classified as an undergraduate student through the fourth year, and as a graduate student in the fifth and sixth year. The student who holds a Baccalaureate degree is classified as a graduate student for the three years of the professional phase.

## Tuition

The tuition structure in the first, second, and third years is identical to the per-credit hour fee applied to other Husson students. Students enrolled in the fourth, fifth, and sixth years pay a higher per-credit hour fee that is specific to the physical therapy program.

## Clinical Education

Students in the fourth, fifth, and sixth years of the Physical Therapy program are required to participate in unpaid full-time clinical experiences as part of their professional education. It is recommended that students budget an additional $2,000-$2,500 for travel, accommodations, etc. There are four clinical placement periods during the professional phase of the programs shown below:

Year 4—8-week placement generally mid-May to early July

Year 5—8-week placement from mid-October to mid-December

Year 6—8-week placement generally mid-July to early September

Year 6—8-week placement in January and February

Generally, the Physical Therapy program will attempt to place fourth-year students near their home for the first clinical placement (although this cannot be guaranteed). In the fifth and sixth years, students will be required to travel to other locations for their clinical placements. The program currently has contracts with approximately 200 clinical sites throughout the United States.

# Doctor in Physical Therapy/B.S. in Kinesiology

## Doctor in Physical Therapy/B.S. in Kinesiology Courses (Years 1, 2, and 3)

| | | |
|---|---|---|
| EH 123 | Rhetoric and Composition I | 3 |
| EH 124 | Rhetoric and Composition II | 3 |
| EH 200 | Approaches to Literature | 3 |
| EH 299 | Topic/ | 3 |
| MS 132 | Probability and Statistics | 3 |
| MS 180 | Precalculus with Trigonometry | 4 |
| MS 223 | Research Design | 3 |
| PH 110 | Introduction to Ethics | 3 |
| PT 425 | Exercise Physiology | 3 |
| PT 435 | Principles of Physiology | 3 |
| PY 111 | General Psychology | 3 |
| SC 221<br>& SL 221 | Anatomy and Physiology I<br>and Anat/Physiology Lab I | 4 |
| SC 222<br>& SL 222 | Anatomy and Physiology II<br>and Anatomy/Physiology Lab II | 4 |
| SC 181<br>& SL 181 | Chemistry I<br>and Chemistry Lab I | 4 |
| SC 182<br>& SL 182 | Chemistry II<br>and Chemistry Lab II | 4 |
| SC 271<br>& SL 271 | Physics I<br>and Physics Lab I | 4 |
| SC 272<br>& SL 272 | Physics II<br>and Physics Lab II | 4 |
| SC 291 | Cell Biology | 3 |
| SC 292 | Epidemiology | 3 |
| SC 334 | Genomic Biology | 3 |
| SC 352 | Biochemistry | 3 |
| Elective 300+ level Psychology or Biology course | | |
| Five Electives [1] | | 15 |
| Total Hour | | 85 |

[1] Electives (5)—may be taken any time before the Fall of the 4 th year and used to meet General Education Requirements. One elective must include a 300+ level course in either psychology or biology. Also required are community service and co-curricular activities.

## Pre-Professional Students in the Graduating Class of 2014 and Beyond

## Doctor in Physical Therapy/B.S. in Kinesiology (Years 1, 2, and 3)

| | | |
|---|---|---|
| EH 123 | Rhetoric and Composition I | 3 |
| EH 200 | Approaches to Literature | 3 |
| EH 299 | Topic/ | 3 |
| MS 132 | Probability and Statistics | 3 |
| MS 180 | Precalculus with Trigonometry | 4 |
| MS 223 | Research Design | 3 |
| PT 425 | Exercise Physiology | 3 |
| PT 435 | Principles of Physiology | 3 |
| PY 111 | General Psychology | 3 |

| | | |
|---|---|---|
| SC 181<br>& SL 181 | Chemistry I<br>and Chemistry Lab I | 4 |
| SC 182<br>& SL 182 | Chemistry II<br>and Chemistry Lab II | 4 |
| SC 221<br>& SL 221 | Anatomy and Physiology I<br>and Anat/Physiology Lab I | 4 |
| SC 222<br>& SL 222 | Anatomy and Physiology II<br>and Anatomy/Physiology Lab II | 4 |
| SC 271<br>& SL 271 | Physics I<br>and Physics Lab I | 4 |
| SC 272 | Physics II | 4 |
| SC 291<br>& SL 272 | Cell Biology<br>and Physics Lab II | 3 |
| SC 292 | Epidemiology | 3 |
| SC 334 | Genomic Biology | 3 |
| Elective 300+ level Psychology or Biology Course | | 3 |
| Five Electives [1] | | 15 |
| Total Hour | | 79 |

[1] Electives (5)—may be taken any time before the Fall of the 4th year and used to meet General Education Requirements. One elective must include a 300+ level course in either psychology or biology. Also required are community service and co-curricular activities.

## Professional Phase Courses (Years 4, 5, and 6)

| | | |
|---|---|---|
| MS 345 | Biostatistics | 3 |
| PT 400 | Clinical Edu I (MAY-jULY) | 4 |
| PT 410 | Gross Anatomy | 5 |
| PT 411 | Kinesiology & Biomechanics | 3 |
| PT 412 | Motor Control & Learning | 3 |
| PT 415 | Therapeutic Skills I | 3 |
| PT 416 | Therapeutic Skills II | 1 |
| PT 417 | Physical Agents I | 3 |
| PT 418 | Physical Agents II | 1 |
| PT 420 | Life Cycles I | 2 |
| PT 431 | Psychosocial Aspects of Physical Therapy | 3 |
| PT 450 | Neurophysiology | 3 |
| PT 500 | Clinical Edu II (Mid-Oct to Mid-Dec) | 4 |
| PT 510 | Neuromuscular I | 3 |
| PT 515 | Therapeutic Skills III | 3 |
| PT 520 | Life Cycles II | 3 |
| PT 528 | Ethical/Legal/Management Issues in Physical Therapy | 3 |
| PT 530 | Rehabilitation of Chronic Conditions | 3 |
| PT 550 | Musculoskeletal I | 4 |
| PT 552 | Musculoskeletal II | 3 |
| PT 554 | Musculoskeletal III | 3 |
| PT 560 | Cardiorespiratory | 3 |
| PT 561 | Pathophysiology | 3 |
| PT 599 | Advanced Physical Therapy Elective | 3 |
| PT 600 | Clinical Edu III (Mid-July to Mid-September) | 4 |
| PT 601 | Research Methods I | 1 |
| PT 602 | Research Methods II | 1 |
| PT 603 | Research Methods III | 2 |
| PT 604 | Research Methods IV | 3 |

| | | |
|---|---|---|
| PT 605 | Advanced Anatomy | 1 |
| PT 608 | PT Management of Children with Neurologic Dysfunction | 3 |
| PT 610 | Neuromuscular II | 3 |
| PT 617 | Orthotics & Prosthetics | 3 |
| PT 618 | Health and Wellness | 3 |
| PT 620 | Primary Health Care | 2 |
| PT 630 | The Physical Therapist as Educator, Consultant and Advocate | 2 |
| PT 640 | Medical Imaging and Rehabilitation | 1 |
| PT 642 | Pharmacology and Rehabilitation | 1 |
| PT 650 | Patient Care Seminar I | 2 |
| PT 652 | Patient Care Seminar II | 1 |
| PT 661 | Exercise for Special Populations | 3 |
| PT 664 | Geriatrics | 3 |
| PT 700 | Clinical Education IV (January-March) | 4 |
| Total Hour | | 115 |

# The New England School of Communications

### The Mission of the School

The New England School of Communications of Husson University prepares students for careers in the broad field of communications. We educate students in the applied technology and content consistent with the platforms that they will be using in their professions. Our instruction is designed to give students not only the critical knowledge but also the technical and creative skills they will need to be successful in their chosen careers.

### Statement of Core Values

The faculty of NESCom share these values in pursuing our educational mission.

### Career-Focused

Career preparation is a primary focus to better prepare our students for their professional careers.

### Technology-Based

Technology is of extreme importance in the communications industry and we strive to train students with equipment and software that is currently in use.

### Work Ethic

A strong work ethic and sense of humility are important characteristics that will help our students to be successful in the work force.

### Broad-based Learning

Educating our students across a variety of media platforms broadens students' abilities and allows them a wider range of future opportunities.

### Life Skills

Creativity and problem solving capabilities, crucial in our university environment and in the communications industry, are taught and modeled by faculty.

### Practical Experience

Students are offered early and frequent opportunities to practice the knowledge and skills learned.

### Value

Delivering value to our students for the tuition they pay is an obligation our school takes seriously.

### Diversity

Accepting students from a broad range of academic, economic and cultural backgrounds and giving them a fair opportunity to succeed enriches not only the life of our students but also the University.

## Programs

### Bachelor of Science in Communications Technology

Concentrations in:

- Audio Engineering
- Live Sound Technology
- Video Production

### Bachelor of Science in Mass Communications

Concentrations in:

- Journalism
- Marketing Communications
- Radio Broadcasting

Sports Journalism

## Bachelor of Science in Entertainment Production

Larry Ayotte 2014

B.A.S. University of Maine Augusta

M.A. Savanna College of Art and Design

Kristopher Bridges 2014

B.S. New England School of Communications

Walter Clissen 2014

B.F.A. National Higher Institute for Theatre and Performing Arts Belgium

M.F.A. National Higher Institute for Theatre and Performing Arts Belgium

Richard Davis 2014

B.A. University of Maine

Brian Doser 2014

B.S. State University of New York College at Fredonia

Todd Eastman 2014

B.A. University of Maine

M.F.A. Savanah College of Art and Design

John Easton 2014

B.A. Kenyon College

M.B.A. Husson University

Eric Ferguson 2014

B.M. Berklee College of Music

M.M. California State University

Ed Goguen 2014

B.S. New England School of Communications

Wellington Gordon 2014

B.A. North Carolina Central University and B.S. Middle Tennessee State University

M.M. Western Carolina University

Laura Gurney 2014

B.A./B.S. University of Maine Orono

M.Ed. Univeristy of Orono and M.B.A. Husson University

Jeffrey Hope 2014

B.S. Emerson College

Doug Hoyt 2014

A.S. New England School of Communications

Thomas Johnston 2006

A.B. Middlebury College

J.D. Boston College Law School

Mark Kelley 2014

B.A. State University of New York

M.S. Syracuse University

Ph.D. Syracus University

Scott Loiselle 2014

B.M.-SRT University of Massachusetts

M.S. Indiana University Purdue University Indianapolis

Mark Nason 2014

B.S. New England School of Communications

J. Nancy Roberts 2014

B.A. Central Connecticut State University

M.B.A. Husson University

Josh Small 2014

B.S. New England School of Communications

Ken Stack 2014

B.A. Webster College

Scott Traylor 2014

B.S. Drexel University

Steven Vachon 2014

B.A. University of Maine

Rodney Verrill 2014

B.S. New England School of Communications

Frank Welch 2014

B.S. New England School of Communications

Brave Williams 2014

B.A. University of Maine

M.F.A. University of Alabama

# B.S. Communications Technology

The Bachelor of Science degree in Communications Technology offers the opportunity for students to pursue concentrations in Audio Engineering, Live Sound Technology, Video Production, or WebMedia. The coursework in each of these is designed to develop knowledge and skills that bring creativity, art and craft, and technology together. The goal is to prepare graduates for work in the professional communications field.

# B.S. Communications Technology - Audio Engineering

The Audio Engineering concentration provides an education in the art and technology of sound and music recording. Combining hands-on and in-class learning, the program is both exciting and rigorous. Students receive instruction in recording, mixing, and editing,

a foundation in the physics of sound, electricity and signal flow, and an in-depth survey of popular music fundamentals. Across the program students learn the latest in audio technology, including how to use Pro Tools, plug-ins and outboard processors, operate world-class recording consoles, high-end microphones, legendary outboard processors, and industry-standard software. As part of a well-balanced education, the program's music courses strengthen artistic foundations while core classes in communications perfect the interpersonal skills crucial to success. In preparation to find employment in the diverse audio industry, Audio Engineering students participate in a variety of activities, including the recording and mixing of music, providing audio post-production for film and video productions, and practicing the sound reinforcement essentials.

| | | |
|---|---|---|
| **General education requirements** | | |
| CM 100 | Speech | 3 |
| EH 123 | Rhetoric and Composition I | 3 |
| EH 124 | Rhetoric and Composition II | 3 |
| EH 200 | Approaches to Literature | 3 |
| HE 111 | The Husson Experience | 1 |
| HY 211 | American National Government | 3 |
| HY 301 | The 20th Century | 3 |
| MS 141 | Contemporary College Algebra | 4 |
| MS 132 | Probability and Statistics | 3 |
| PY 111 | General Psychology | 3 |
| Fine Arts Elective | | 3 |
| Foreign Culture and Conversation Elective | | 3 |
| Humanities | | 3 |
| Science | | 3-4 |
| General Education Electives | | 6 |
| **Communications Technology Core Requirements** | | |
| BA 302 | Business Ethics | 3 |
| or MC 400 | Ethics in Media | |
| CM 200 | Interpersonal Communication | 3 |
| CT 121 | Computer Applications for Digital Media | 3 |
| MC 101 | Introduction to Media | 3 |
| MC 301 | Career Preparation | 1 |
| **Audio Engineering concentration requirements** | | |
| CT 100 | Intro to Video Production | 3 |
| CT 110 | Audio I - Intro to Audio Technology | 3 |
| CT 110L | Audio I - Intro to Audio Technology Lab | 0 |
| CT 111 | Music Structure and Style for Audio | 3 |
| CT 115 | Audio II - Multitrack Recording & Mixing | 3 |
| CT 115L | Audio II - Multitrack Recording & Mixing Lab | 0 |
| CT 150 | Intro to Live Sound | 3 |
| CT 150L | Intro to Live Sound Lab | 0 |
| CT 213 | Pro Tools I | 3 |
| CT 220 | Critical Listening | 3 |
| CT 225 | Audio III - Fundamentals of Mixing | 3 |
| CT 225L | Audio III - Fundamentals of Mixing Lab | 0 |
| CT 230 | Principles of Effective Recording | 3 |
| CT 230L | Principles of Effective Recording Lab | 0 |
| CT 312 | Pro Tools II Post | 3 |
| or CT 313 | Pro Tools II Music | |
| CT 335 | Electronic Music Technology | 3 |
| or CT 340 | Introduction to Post Production, Audio & Video | |
| CT 417 | Advanced Audio Engineering | 3 |
| or CT 416 | Fundamentals of Audio Post | |

| | |
|---|---|
| Content electives | 24 |
| Total Hour | 120-121 |

# B.S. Communications Technology - Live Sound

In the Live Sound Technology concentration, students build the technical and creative skills required to provide audio for concerts, theatrical productions, live television, and sporting events. Merging academic instruction in audio, electronics, music, and system design, with hands-on training in equipment operation and show management, the concentration prepares students to begin their careers knowledgeable and experienced. Specialized courses provide the understanding and technical skills required to understand the principles of sound, electricity and signal flow, use Pro Tools and other software, design and install touring-level sound systems, set-up and operate the industry's leading mixing and monitoring consoles, manage wireless microphone systems, operate lighting systems, troubleshoot technical issues, and manage fast-paced events. On and off campus concerts, television variety shows, and sporting events provide students with experiential learning opportunities that take the classroom into the real world.

| | | |
|---|---|---|
| **General education requirements** | | |
| CM 100 | Speech | 3 |
| EH 123 | Rhetoric and Composition I | 3 |
| EH 124 | Rhetoric and Composition II | 3 |
| EH 200 | Approaches to Literature | 3 |
| HE 111 | The Husson Experience | 1 |
| HY 211 | American National Government | 3 |
| HY 301 | The 20th Century | 3 |
| MS 141 | Contemporary College Algebra | 4 |
| MS 132 | Probability and Statistics | 3 |
| PY 111 | General Psychology | 3 |
| Fine Arts Elective | | 3 |
| Foreign Culture and Conversation Elective | | 3 |
| Humanities | | 3 |
| Science | | 3-4 |
| General Education Electives | | 6 |
| **Communications Technology Core Requirements** | | |
| BA 302 | Business Ethics | 3 |
| or MC 400 | Ethics in Media | |
| CM 200 | Interpersonal Communication | 3 |
| CT 121 | Computer Applications for Digital Media | 3 |
| MC 101 | Introduction to Media | 3 |
| MC 301 | Career Preparation | 1 |
| **Live Sound Technology concentration requirements** | | |
| CT 100 | Intro to Video Production | 3 |
| CT 110 | Audio I - Intro to Audio Technology | 3 |
| CT 110L | Audio I - Intro to Audio Technology Lab | 0 |
| CT 111 | Music Structure and Style for Audio | 3 |
| CT 150 | Intro to Live Sound | 3 |
| CT 150L | Intro to Live Sound Lab | 0 |
| CT 213 | Pro Tools I | 3 |
| CT 250 | Live Sound II | 3 |
| CT 250L | Live Sound II Lab | 0 |
| CT 260 | Live Sound III | 3 |
| CT 351 | Digital Audio for Live Sound | 3 |
| CT 352 | Sound Reinforcement and Speaker Systems | 3 |
| CT 404 | Stage Wiring & Electronic Troubleshooting | 3 |
| CT 419 | Live Sound Mixing | 3 |
| EP 131 | Fundamentals of Stage Lighting | 3 |

| | |
|---|---|
| Content electives | 24 |
| Total Hour | 120-121 |

# B.S. Communications Technology - Video Production

Students in the Video Production concentration achieve learning objectives that range from broadcast operations to video production to digital filmmaking. Students acquire the knowledge and skills for switching, video and audio acquisition and shooting, lighting, computer network operations, replay, compositing, animation, editing, and directing. They use industry standard software and hardware such as Avid, Adobe Premier, EVS, Sony, Grass Valley and Red. The lessons learned in the classroom are transposed to real-world environments and projects that can involve filmmaking, documentaries, commercial production, TV broadcast, and sports production. These events provide students with the opportunity to work with industry standard equipment, in creating high-definition content. Students also learn about the distribution of video content through broadcast, web streaming, Filmmaking and live venues.

| | | |
|---|---|---|
| **General education requirements:** | | |
| CM 100 | Speech | 3 |
| EH 123 | Rhetoric and Composition I | 3 |
| EH 124 | Rhetoric and Composition II | 3 |
| EH 200 | Approaches to Literature | 3 |
| HE 111 | The Husson Experience | 1 |
| HY 211 | American National Government | 3 |
| HY 301 | The 20th Century | 3 |
| MS 141 | Contemporary College Algebra | 4 |
| MS 132 | Probability and Statistics | 3 |
| PY 111 | General Psychology | 3 |
| Fine Arts Elective | | 3 |
| Foreign Culture and Conversation | | 3 |
| Humanities | | 3 |
| Science | | 3-4 |
| General Education Electives | | 6 |
| **Communications Technology Core Requirements** | | |
| BA 302 | Business Ethics | 3 |
| or MC 400 | Ethics in Media | |
| CM 200 | Interpersonal Communication | 3 |
| CT 121 | Computer Applications for Digital Media | 3 |
| MC 101 | Introduction to Media | 3 |
| MC 301 | Career Preparation | 1 |
| **Video Production Concentration Requirements** | | |
| CT 100 | Intro to Video Production | 3 |
| CT 105 | Video Production I | 3 |
| CT 105L | Video Production I Lab | 0 |
| CT 141 | Graphic Design for Video | 3 |
| CT 205 | Video Production II | 3 |
| CT 205L | Video Production II Lab | 0 |
| CT 212 | Audio for Video | 3 |
| CT 224 | TV Studio/Remote Production I | 3 |
| CT 224L | TV Studio/Remote Production I Lab | 0 |
| CT 234 | Advanced Lighting for Digital Filmmaking | 3 |
| CT 236 | The Camera in Motion | 3 |
| CT 243 | Video Compositing & Motion Graphics | 3 |
| CT 322 | Advanced Editing for Digital Filmmaking | 3 |
| CT 342 | Video Compositing and Motion Graphics II | 3 |
| or CT 315 | Digital Cinematography | |
| CT 441 | Video Workshop | 3 |

| | |
|---|---|
| Content electives | 24 |
| Total Hour | 120-121 |

# B.S. Communications Technology - WebMedia

Students in the WebMedia concentration attain learning objectives in the design, development, and deployment of websites and applications. As part of the coursework students have the opportunity to work with clients from the initial design process to the ultimate deployment of their website, creating innovative projects using industry standard technologies and techniques. Combining technical knowledge and skill, with visual artistry, and marketing know-how, students learn to create solutions that not only meet the needs of today's marketplace but also prepare them for future technology and how it will fit into tomorrow's marketplace.

| | | |
|---|---|---|
| **General education requirements** | | |
| CM 100 | Speech | 3 |
| EH 123 | Rhetoric and Composition I | 3 |
| EH 124 | Rhetoric and Composition II | 3 |
| EH 200 | Approaches to Literature | 3 |
| HE 111 | The Husson Experience | 1 |
| HY 211 | American National Government | 3 |
| HY 301 | The 20th Century | 3 |
| MS 141 | Contemporary College Algebra | 4 |
| MS 132 | Probability and Statistics | 3 |
| PY 111 | General Psychology | 3 |
| Fine Arts Elective | | 3 |
| Foreign Culture and Conversation Elective | | 3 |
| Humanities | | 3 |
| Science | | 3-4 |
| General Education Electives | | 6 |
| **Communications Technology Core Requirements** | | |
| BA 302 | Business Ethics | 3 |
| or MC 400 | Ethics in Media | |
| CM 200 | Interpersonal Communication | 3 |
| CT 121 | Computer Applications for Digital Media | 3 |
| MC 101 | Introduction to Media | 3 |
| MC 301 | Career Preparation | 1 |
| **WebMedia Concentration Requirements** | | |
| CT 201 | WebMedia Imaging | 3 |
| CT 207 | Web Design - Content Layer | 3 |
| CT 209 | Web Design - Presentation Layer | 3 |
| CT 211 | Search Engine Marketing | 3 |
| CT 223 | User Experience and Interaction Design | 3 |
| CT 231 | Web Design - Behavior Layer | 3 |
| CT 305 | Web Design - Workflow Management | 3 |
| CT 311 | Interactive Web Design I | 3 |
| CT 411 | Interactive Web Design II | 3 |
| CT 415 | WebMedia Senior Project | 3 |
| CT 461 | Web Applications I | 3 |
| CT 471 | Web Applications II | 3 |
| MC 220 | Introduction to Marketing | 3 |
| Content electives | | 21 |
| Total Hour | | 120-121 |

# B.S. Entertainment Production

The Bachelor of Science degree in Entertainment Production offers the opportunity for students to pursue careers in the technical and artistic side of the entertainment industry. The coursework is designed to develop knowledge and skills that can bring together professional design concepts, technology, and management skills. This program is designed to educate students for careers in the technical fields that create and support events, performances, and entertainment.

# B.S. Entertainment Production

The Entertainment Production program focuses on professional design concepts, technologies, and management skills for the event and entertainment industry. This program is designed to educate students in the knowledge and skills that create the visual, lighting, projection, designing and constructing sets, audio and special effects that audiences have come to expect in performances, venues and entertainment. The Entertainment Production program can prepare students for positions in concert and athletic venues, cruise ships, theatres and trade shows that now feature theatrical effects to grab the attention of the audience.

| | | |
|---|---|---|
| **General education requirements** | | |
| CM 100 | Speech | 3 |
| EH 123 | Rhetoric and Composition I | 3 |
| EH 124 | Rhetoric and Composition II | 3 |
| EH 200 | Approaches to Literature | 3 |
| HE 111 | The Husson Experience | 1 |
| HY 211 | American National Government | 3 |
| HY 301 | The 20th Century | 3 |
| MS 141 | Contemporary College Algebra | 4 |
| MS 132 | Probability and Statistics | 3 |
| PY 111 | General Psychology | 3 |
| Fine Arts Elective | | 3 |
| Foreing Culture and Conversation Elective | | 3 |
| Humanities Electives | | 3 |
| Science | | 3-4 |
| General Education Electives | | 6 |
| **Professional Courses** | | |
| CT 121 | Computer Applications for Digital Media | 3 |
| EP 111 | Introduction to Theatre | 3 |
| EP 112 | Stagecraft Practicum * | 1 |
| EP 118 | Worksite Safety | 3 |
| EP 122 | Event Design | 3 |
| EP 122L | Event Design lab | 0 |
| EP 124 | Scenic Construction | 3 |
| EP 124L | Scenic Construction lab | 0 |
| EP 131 | Fundamentals of Stage Lighting | 3 |
| EP 210 | Audio for Event Management | 3 |
| EP 221 | Computer Aided Drafting/3D Visualization | 3 |
| EP 225 | History of Theatre | 3 |
| EP 240 | Production Management | 3 |
| EP 310 | Business of Theatre | 3 |
| EP 320 | Directing | 3 |
| EP 324 | Technical Direction | 3 |
| EP 324L | Technical Direction lab | 0 |
| EP 331 | Group Design | 1 |
| EP 448 | Final Portfolio/Proficiency Review | 1 |
| MC 101 | Introduction to Media | 3 |
| MC 220 | Introduction to Marketing | 3 |
| MC 301 | Career Preparation | 1 |

| | | |
|---|---|---|
| MC 400 | Ethics in Media | 3 |
| Content electives | | 21 |
| Total Hour | | 120-121 |

* Must be taken twice

# B.S. Mass Communications

The Bachelor of Science degree in Mass Communications offers the opportunity for students to pursue a concentration in Journalism, Marketing Communications, Radio Broadcasting, or Sports Journalism. The coursework in each of these is designated to develop knowledge and skills that bring creativity, craft, content and technology together. The goal is to prepare graduates for work in the professional communications field.

# B.S. Mass Communications - Journalism

The Journalism concentration prepares students with the skills and knowledge that journalists need to ethically report on stories and craft them into compelling pieces. Students learn how to report stories on multiple platforms including print, radio, TV and the Web. Not only are the essentials of interviewing, investigating and reporting taught, but students will also learn the skills to capture and edit audio and video. As an integral part of the journalism concentration students will receive hands-on experience interviewing community leaders and writing articles for the online campus newspaper *The Spectator*. WHSN 89.3-FM, our television newscast the *NESCom Connection* and the entire NESCom Broadcast Network offer more opportunities to write, report, produce and anchor news. It is all built on a single goal- becoming a professional multi-media journalist.

| | | |
|---|---|---|
| **General Education Requirements:** | | |
| CM 100 | Speech | 3 |
| EH 123 | Rhetoric and Composition I | 3 |
| EH 124 | Rhetoric and Composition II | 3 |
| EH 200 | Approaches to Literature | 3 |
| HE 111 | The Husson Experience | 1 |
| HY 211 | American National Government | 3 |
| HY 301 | The 20th Century | 3 |
| MS 141 | Contemporary College Algebra | 4 |
| MS 132 | Probability and Statistics | 3 |
| PY 111 | General Psychology | 3 |
| Fine Arts Elective | | 3 |
| Foreign Culture and Conversation Elective | | 3 |
| Humanities | | 3 |
| Science | | 3-4 |
| General Education Electives | | 6 |
| **Mass Communications Core Requirements** | | |
| CM 200 | Interpersonal Communication | 3 |
| CT 121 | Computer Applications for Digital Media | 3 |
| MC 101 | Introduction to Media | 3 |
| MC 236 | History of Mass Communications | 3 |
| MC 301 | Career Preparation | 1 |
| MC 400 | Ethics in Media | 3 |
| **Journalism concentration requirements** | | |
| MC 114 | Intro to News Reporting | 3 |
| MC 115 | Radio News Writing and Reporting | 3 |
| MC 130 | Broadcast News Performance | 3 |
| MC 214 | Radio News Lab | 3 |
| MC 217 | TV News Writing & Reporting | 3 |
| MC 223 | Reporting and Writing for Print | 3 |
| MC 235 | Web Reporting | 3 |
| MC 240 | Feature Writing | 3 |

| | | |
|---|---|---|
| MC 314 | Cross-Cultural Reporting | 3 |
| MC 324 | Editorial/Column Writing | 3 |
| MC 347 | Photojournalism | 3 |
| MC 360 | Reporting and Producing TV News | 3 |
| MC 406 | Media Law and Regulation | 3 |
| MC 438 | Producing and Hosting a Public Affairs Show | 3 |
| Content electives | | 15 |
| Total Hour | | 120-121 |

# B.S. Mass Communications - Marketing Communications

The Marketing Communications concentration offer students an education that focuses on the communication of an organization's brand, image and reputation as well as learning how to influence consumers through the use of marketing, public relations, advertising, and social media. This concentration provides opportunities for students to build their knowledge and skills with graphic design, photography, video, and web design along with a core of business and marketing courses. As students progress in this concentration they will have the opportunity to work with clients to apply the knowledge and skills while acquiring a professional portfolio of work.

| | | |
|---|---|---|
| **General education requirements** | | |
| CM 100 | Speech | 3 |
| EH 123 | Rhetoric and Composition I | 3 |
| EH 124 | Rhetoric and Composition II | 3 |
| EH 200 | Approaches to Literature | 3 |
| HE 111 | The Husson Experience | 1 |
| HY 211 | American National Government | 3 |
| HY 301 | The 20th Century | 3 |
| MS 141 | Contemporary College Algebra | 4 |
| MS 132 | Probability and Statistics | 3 |
| PY 111 | General Psychology | 3 |
| Fine Arts Elective | | 3 |
| Foreign Culture and Conversation Elective | | 3 |
| Humanities | | 3 |
| Science | | 3-4 |
| General Education Electives | | 6 |
| **Mass Communications Core Requirements** | | |
| CM 200 | Interpersonal Communication | 3 |
| CT 121 | Computer Applications for Digital Media | 3 |
| MC 101 | Introduction to Media | 3 |
| MC 236 | History of Mass Communications | 3 |
| MC 301 | Career Preparation | 1 |
| MC 400 | Ethics in Media | 3 |
| **Marketing Communications Concentration Requirements** | | |
| CT 245 | Digital Photography I | 3 |
| MC 116 | Intro to Public Relations | 3 |
| MC 216 | Principles of Advertising | 3 |
| MC 219 | Sales Practices in Media | 3 |
| MC 220 | Introduction to Marketing | 3 |
| MC 245 | Graphic Design for Print | 3 |
| MC 316 | Advertising Campaigns | 3 |
| MC 317 | Public Relations Techniques | 3 |
| MC 322 | Social Media Marketing | 3 |
| MC 335 | Graphic Design for Print II | 3 |
| MC 338 | Communication Research Methods | 3 |
| MC 418 | Marketing Communications Campaigns | 3 |

| | |
|---|---|
| Content electives | 21 |
| Total Hour | 120-121 |

# B.S. Mass Communications - Radio Broadcasting

The Radio Broadcasting concentration offers students an education in the on-air presence and operations of radio broadcasting. It is closely integrated with Husson's campus radio station WHSN 89.3-FM. The campus radio station provides students with opportunities to apply the skills and knowledge they have learned within the classroom through significant on-air time in the station each week, starting as early as the first semester. The radio-broadcasting curriculum prepares students in multiple roles within a radio station with courses in music and sports programming, commercial and show production, promotions, media sales, and station management.

| | | |
|---|---|---|
| **General education requirements** | | |
| CM 100 | Speech | 3 |
| EH 123 | Rhetoric and Composition I | 3 |
| EH 124 | Rhetoric and Composition II | 3 |
| EH 200 | Approaches to Literature | 3 |
| HE 111 | The Husson Experience | 1 |
| HY 211 | American National Government | 3 |
| HY 301 | The 20th Century | 3 |
| MS 141 | Contemporary College Algebra | 4 |
| MS 132 | Probability and Statistics | 3 |
| PY 111 | General Psychology | 3 |
| Fine Arts Elective | | 3 |
| Foreign Culture and Conversation Elective | | 3 |
| Humanities | | 3 |
| Science | | 3-4 |
| General Education Electives | | 6 |
| **Mass Communications Core Requirements:** | | |
| CM 200 | Interpersonal Communication | 3 |
| CT 121 | Computer Applications for Digital Media | 3 |
| MC 101 | Introduction to Media | 3 |
| MC 236 | History of Mass Communications | 3 |
| MC 301 | Career Preparation | 1 |
| MC 400 | Ethics in Media | 3 |
| **Radio Broadcasting Concentration Requirements:** | | |
| MC 102 | Radio Station Operations | 3 |
| MC 103 | Writing for Media | 3 |
| MC 114 | Intro to News Reporting | 3 |
| MC 115 | Radio News Writing and Reporting | 3 |
| MC 202 | Advanced Radio Applications | 3 |
| MC 214 | Radio News Lab | 3 |
| MC 219 | Sales Practices in Media | 3 |
| MC 231 | Radio Performance | 3 |
| MC 320 | Broadcast Programming and Management | 3 |
| MC 325 | Promotions | 3 |
| MC 341 | Radio Program Producing | 3 |
| MC 345 | Producing/Hosting Public Affairs Show for Radio | 3 |
| MC 406 | Media Law and Regulation | 3 |
| MC 432 | Radio Station Management | 3 |
| Content electives | | 15 |
| Total Hour | | 120-121 |

# B.S. Communications Technology - Sports Journalism

The Sports Journalism concentration prepares students to become a multi-media journalist. Students learn how to relate information on multiple platforms including print, radio, TV and the Web. Students gain hands-on experience reporting sports news, conducting interviews and providing play-by-play commentary. Depending on the semester students work live on the campus radio station WHSN 89.3-FM, the NESCom Broadcast Network, the student run online newspaper, *The Spectator* or the television productions the *NESCom Connection* and *The Locker Room*. Students also learn about careers as a sports information specialist and sports producer opening up the potential for a future at a wide range of organizations.

| | | |
|---|---|---|
| **General Education Requirements:** | | |
| CM 100 | Speech | 3 |
| EH 123 | Rhetoric and Composition I | 3 |
| EH 124 | Rhetoric and Composition II | 3 |
| EH 200 | Approaches to Literature | 3 |
| HE 111 | The Husson Experience | 1 |
| HY 211 | American National Government | 3 |
| HY 301 | The 20th Century | 3 |
| MS 141 | Contemporary College Algebra | 4 |
| MS 132 | Probability and Statistics | 3 |
| PY 111 | General Psychology | 3 |
| Fine Arts Elective | | 3 |
| Foreign Culture and Conversation Elective | | 3 |
| Humanities | | 3 |
| Science | | 3-4 |
| General Education Electives | | 6 |
| **Mass Communications Core Requirements** | | |
| CM 200 | Interpersonal Communication | 3 |
| CT 121 | Computer Applications for Digital Media | 3 |
| MC 101 | Introduction to Media | 3 |
| MC 236 | History of Mass Communications | 3 |
| MC 301 | Career Preparation | 1 |
| MC 400 | Ethics in Media | 3 |
| **Sports Journalism concentration requirements** | | |
| MC 114 | Intro to News Reporting | 3 |
| MC 115 | Radio News Writing and Reporting | 3 |
| MC 127 | Intro to Sports Journalism | 3 |
| MC 130 | Broadcast News Performance | 3 |
| MC 217 | TV News Writing & Reporting | 3 |
| MC 223 | Reporting and Writing for Print | 3 |
| MC 227 | Sports Journalism II | 3 |
| MC 255 | Sports Play-by-Play | 3 |
| MC 327 | Advanced Sports Techniques | 3 |
| MC 328 | Sports Information | 3 |
| MC 360 | Reporting and Producing TV News | 3 |
| MC 406 | Media Law and Regulation | 3 |
| MC 437 | Producing and Hosting a Sports Show | 3 |
| Content electives | | 18 |
| Total Hour | | 120-121 |

# The School of Pharmacy

## Vision Statement

The Husson University School of Pharmacy (HUSOP) will be a regional leader in integrative pharmacy education committed to influencing the practice of pharmacy and rural health care delivery in the State of Maine.

## Mission Statement

Graduates of the Husson University School of Pharmacy will be capable of providing patient- and population-centered pharmaceutical care. The educational outcomes of the program encompass disease management, health promotion, systems management, communication, problem solving, and professionalism. The School of Pharmacy is committed to delivering these outcomes by learned and diverse faculties who excel in teaching and contribute to the profession and community through scholarly activities and service.

## Accreditation

Husson University on June 13, 2007 received permission by the Maine State Board of Education to offer the Doctor of Pharmacy degree. The New England Association of Schools and Colleges (NEASC) granted its approval to establish the School of Pharmacy on November 16 of that same year. The Husson University School of Pharmacy was awarded Pre-candidate accreditation status for its Doctor of Pharmacy program at the June 2009 Accreditation Council for Pharmacy Education (ACPE) Board of Directors meeting. The Husson University School of Pharmacy earned Candidate status at the June 2010 ACPE Board of Directors meeting. Precandidate accreditation status denotes a developmental program that is expected to mature in accord with stated plans and within a defined time period. This status is awarded to a new program of a College or School of Pharmacy that has not yet enrolled students in the professional program; it authorizes the College or School to admit its first class. Candidate accreditation status is awarded to a Doctor of Pharmacy program that has students enrolled but has not yet had a graduating class. Additional information regarding the accreditation standards and approval process can be obtained from the Accreditation Council for Pharmacy Education, 20 North Clark Street, Suite 2500, Chicago IL, 60602-5109; 312-644-3575; FAX 312-664-4652, web site www.acpe-accredit.org (http://www.acpe-accredit.org).

## Admissions Policies

(Please visit the HUSOP website for the most up to date policies).

Completion of at least two years (60 credits) of college including the following prerequisites:

- General Biology with Labs; 2 semesters (8 credits)
- Anatomy and Physiology with Labs; 2 semesters (8 credits)
- General Chemistry with Labs; 2 semesters (8 credits)
- Organic Chemistry with Labs; 2 semesters (8 credits)
- Calculus: 1 semester (3 credits)
- Statistics and Probability: 1 semester (3 credits)
- English Composition/Writing: 2 semesters (6 credits)
- Economics (Macro or Micro): 1 semester (3 credits)
- Introduction to Psychology/Sociology: 1 semester (3 credits)
- Speech: 1 semester (3 credits)
- General Education Electives* (6 credits)
- *Choose one from two separate areas: Humanities, History, Philosophy/Ethics, Foreign Culture/Conversation, and Fine Arts.

In addition:

- Submission of PCAT scores (School code = 159)
- Submission of all college transcripts
- Personal interview (if invited is at student's expense)

## AP/CLEP Credits

Applicants cannot use AP/CLEP credits in science (Chemistry, Biology) or math to meet the pre-pharmacy requirements. Students have the option of taking a more advanced course in the area for the same number of credits or more. For example, a student who has AP credit in Calculus 1 may take Calculus 1 or Calculus 2. The laboratory component must be taken with a laboratory-based course.

## Credit Age Limit

College credits in the science and math prerequisites over five years old may not be considered in the application process. Students may be required to take refresher courses (e.g., Organic Chemistry with lab, Anatomy and Physiology with lab, Calculus, Statistics), especially if they have not had any recent coursework or work responsibilities in any one of these given areas.

## Criminal Background Check

The nature of the post-graduate licensure as well as the potential placement in a variety of pharmacy practice setting requires all applicants answer questions related to past criminal complaints and convictions and once admitted submit to a criminal background check. An adverse criminal background check may affect admissions, progressions, and graduation.

## Foreign Credits

Students may submit courses taken at foreign colleges/universities. The transcripts must be evaluated by a reputable service based in the United States. There is no guarantee that any or all courses will be accepted. Applicants who take course in Canada do not have to have their transcripts evaluated by such a service.

## Guaranteed Interview

Husson students who are offered a guaranteed interview must earn a 3.5 math/science pre-pharmacy GPA or greater, score at least an 80th percentile on the PCAT, and successfully pass any other admissions requirements (e.g., interview).

## Minimum Application Requirements

In order to apply, an applicant must have successfully completed the majority of the Biology/Anatomy & Physiology (three-quarters), Chemistry (three-quarters) and Math (half) coursework prior to the application deadline. Students must also forward their PCAT scores prior to the date. The minimum Math/Science pre-pharmacy GPA to apply is 2.75 on a 4.0 scale.

# PCAT

Students are required to take the Pharmacy College Admissions Test before the posted deadline. Students may take the test more than once before this time, with the highest score counting. Scores have a three year age limit, unless a new test version has been introduced. In the event a new version has been introduced in the past three years, applicants must take the most current version.

# Repeat Penalty

Applicants will be penalized for repeating pre-pharmacy science or math courses in which they earned a grade less than a C (2.0). These courses include Biology/Anatomy & Physiology, General/Inorganic Chemistry, Organic Chemistry, Calculus and Statistics. There is no penalty for withdrawing from a course. However a Withdrawal/Failing (WF) grade will be penalized as if it were a failing grade.

# Transcripts

Applicants are required to submit official transcripts for all colleges attended prior to the application deadline. Husson students need not submit transcripts, unless they have taken a course elsewhere and have not submitted the transcript to Husson prior to making application to the School of Pharmacy.

# Pre-Pharmacy Program

The following coursework includes the minimum requirements to fulfill the course prerequisites for the Doctor of Pharmacy program in the Husson School of Pharmacy. Note: Chemistry, Biology and Math courses taken more than five (5) years ago are not routinely accepted for meeting pre-pharmacy requirements and will be evaluated on a case-by-case basis.

| General Course Requirements | |
|---|---|
| General Chemistry with labs | 8 |
| Organic Chemistry with labs | 8 |
| General Biology with labs | 8 |
| Human Anatomy and Physiology with labs | 8 |
| Calculus | 3 |
| Statistics | 3 |
| English Composition | 6 |
| Economics (Macro or Micro) | 3 |
| Introduction to Psychology/Sociology | 3 |
| Speech | 3 |

| | | |
|---|---|---|
| General Education Electives | | 6 |
| **Husson Pre-Pharmacy Coursework** | | |
| SC 181 | Chemistry I | 3 |
| SL 181 | Chemistry Lab I | 1 |
| SC 182 | Chemistry II | 3 |
| SL 182 | Chemistry Lab II | 1 |
| SC 381 | Organic Chemistry I | 3 |
| SL 381 | Organic Chemistry I Lab | 1 |
| SC 382 | Organic Chemistry II | 3 |
| SL 382 | Organic Chemistry II Lab | 1 |
| SC 121 | Anatomy and Physiology I | 3 |
| SL 121 | Anat/Physiology Lab I | 1 |
| SC 122 | Anatomy and Physiology II | 3 |
| SL 122 | Anatomy/Physiology Lab II | 1 |
| SC 191 | General Biology I | 4 |
| SL 191 | General Biology Lab I | 0 |
| SC 192 | General Biology II | 4 |
| SL 192 | General Biology Lab II | 0 |
| MS 181 | Calculus with Applications | 4 |
| MS 132 | Probability and Statistics | 3 |
| PY 111 | General Psychology | 3 |
| SY 201 | Principles of Sociology | 3 |
| EH 123 | Rhetoric and Composition I | 3 |
| BA 211 | Microeconomics | 3 |
| BA 212 | Macroeconomics | 3 |
| EH 124 | Rhetoric and Composition II | 3 |
| CM 221 | Professional Communications | 3 |
| Two General Education D Electives | | 6 |
| Total Hour | | 125 |

Three quarters of the Chemistry prerequisites need to be successfully completed prior to the application deadline.

Three quarters of the Biology/A&P prerequisites need to be successfully completed prior to the application deadline.

One of the two math prerequisites needs to be successfully completed prior to the application deadline.

Choose one from two separate areas: Humanities, History, Philosophy/Ethics, Foreign Culture/conversation, and Fine Arts.

## Transfer Credit

Pre-pharmacy transfer guidelines from numerous undergraduate programs in the northeast and New Brunswick have been established and are posted on the website (http://www.husson.edu/?cat_id=1251).

A student who has attended, or is currently attending, another college/school of pharmacy and who wishes to pursue pharmacy education at Husson University must:

1. be in good academic standing at the college of origin and able to continue,
2. submit transcripts of all college courses, and
3. have the dean of the previous college/school attended provide a letter of recommendation directly to the Dean of the Husson University School of Pharmacy, One College Circle, Bangor ME 04401-2999. Space must be available in the appropriate class at Husson in order for the transfer to proceed.

## Grading

| Grade | Grade-Point Average | Range dependent on course |
|---|---|---|
| A | 4.0 | 95-100 |
| A- | 3.7 | 90-94 |
| B+ | 3.3 | 87-89 |

| | | |
|---|---|---|
| B | 3.0 | 83-86 |
| B- | 2.7 | 80-82 |
| C+ | 2.3 | 77-79 |
| C | 2.0 | 73-76 |
| C- | 1.7 | 70-72 |
| D+ | 1.3 | 67-69 |
| D | 1.0 | 63-66 |
| D- | 0.7 | 60-62 |
| F | 0 | <60 |

## Academic Policy

Progressions - A student must have a Pharmacy Cumulative GPA of 2.00 or above at the end of the first, second, and third professional years and meet all other progressions criteria related to experiential requirements, attainment of the necessary number of Professional Development Units (PDU), and be current in all required immunizations and certifications in order to proceed in the curriculum.

Pharmacy Cumulative GPA is computed based on all professional pharmacy courses.

Only the first four pharmacy electives will be used in computing the Pharmacy Cumulative GPA.

Any electives taken other than when scheduled in the professional pharmacy curriculum will not be used in computing the Pharmacy Cumulative GPA.

### Academic Probation

- A student who must retake one or more courses as detailed below will be placed on academic probation.
- Students who are on academic probation must meet with the Assistant Dean to develop a plan to retake course(s) and to discuss issues regarding the student’s performance, resources available, and consequences of earning further unsatisfactory grades.
- Students on academic probation are not permitted to serve in any student leadership position or on HUSOP committees. In addition, students on academic probation will not be granted permission to miss class time in order to attend outside school-sanctioned events (e.g. conferences, etc.).
- Students who have successfully remediated their course(s) will be removed from academic probation.

### Course Repetition and Progressions

- A student must retake any course for which an "F" was earned. An elective course may not be retaken, unless permission is granted from the instructor.
- Students must successfully complete the required core courses and practice experience with a minimum annual GPA = **2.00** before progressing to the next academic year.
- A student will not be allowed to repeat a course for which a grade equal to or greater than a C (2.0) has been earned.
- Summer remediation may be offered for some didactic courses; however, students may not take more than two of these courses at a time.

### Academic Dismissal

A student shall be academically dismissed from the School of Pharmacy whenever one or more of the following conditions occurs:

- Failure of two or more classes in the professional program.
- Failure to graduate within six years of matriculation.

Student performance will be evaluated at the end of each semester.

### Dismissal Appeal

Students who are dismissed from the School of Pharmacy for academic reasons may appeal in writing to a committee comprised of the Dean, Associate Dean, Assistant Dean and Chairs of the School of Pharmacy with the final decision relative to the appeal resting with the Dean of the School of Pharmacy.

### Academic Withdrawal

Should a student decide to leave the program for personal or medical reasons, an appointment must be made with the School's Assistant Dean to address options and review university policy and requirements.

## Graduation

Upon completion of the specified requirements, the Doctor of Pharmacy degree will be awarded. Candidates for this degree must:

- Successfully complete all courses contained in the Doctor of Pharmacy curriculum;
- Maintain a cumulative GPA of at least 2.00; and
- Be recommended for the Doctor of Pharmacy degree by the faculty of the School of Pharmacy based upon academic performance, ethical and professional standards.

# Financial Aid

The School of Pharmacy has limited scholarship programs at this time. The school will determine the recipients of the awards utilizing the criteria specified by each donor.

# Programs Outcomes

Patient-Specific and Population-based Disease Management - The student will be able to provide patient-specific and population-based disease management in cooperation with patients, prescribers, and other members of an interprofessional health care team based upon sound therapeutic principles and evidence-based data, taking into account relevant legal, ethical, social, economic, cultural, political and professional issues, emerging technologies, and evolving pharmaceutical, biomedical, sociobehavioral, and clinical sciences that may impact therapeutic outcomes.

## Health Promotion

The student will be able to promote health improvement, wellness, and disease prevention in cooperation with patients, communities, at-risk populations, and other members of an interprofessional team of health care providers. Provide first aid and pharmacy services in disaster and poison control situations.

## Systems Management

The student will be able to manage and use resources of the health care system, in cooperation with patients, prescribers, other health care providers, and administrative and supportive personnel, to promote health; to provide, assess, and coordinate safe, accurate, and time-sensitive medication distribution; and to improve therapeutic outcomes of medication use. This includes: managing human, physical, medical, informational, and technological resources; apply patient- and population-specific data, quality assurance strategies, and research processes to assure that medication use systems minimize drug errors, adverse reactions and optimize patient outcomes. This also includes designing medication use systems in accordance with legal, ethical, social, economic, and professional guidelines.

## Communication

The student shall read, write, speak, listen and use data, media and computers to communicate effectively with various audiences for a variety of purposes.

## Problem Solving

The student shall find, understand and analyze information and shall make informed, rational, and ethical decisions.

## Professionalism

The student shall articulate the influence of values on ideas and actions and shall demonstrate the ability and inclination to take responsibility for ethical conduct in personal and professional settings. The student shall demonstrate the ability and inclination to learn on one's own, to pursue new knowledge, to self-assess, to respond appropriately to assessment by others, and to modify one's ideas in light of new discoveries.

Shuhua Bai 2009

"B.S. Shenyang Pharmaceutical University, Shenyang China"

"M.S. Shenyang Pharmaceutical University, Shenyang China"

"Ph.D. Shenyang Pharmaceutical University, Shenyang China"

Robert Baker 2012

B.S. Pharm Ferris State University

Pharm.D. University of Minnesota

Gwen Bartlett 2014

B.S. Oregon State University

Pharm.D. Oregon State University

Sandra Bartlett 2014

B.S. University of Kentucky

Pharm.D. University of Kansas & Ph.D. Oregon State University

Gregory Cameron 2012

B.S. Pharm Massachusetts College of Pharmacy

Anthony Casapao 2014

B.S. Midwestern University

Pharm.D. Wingate University School of Pharmacy

Conrad Dhing 2009

B.S. Northeast Louisiana Universtiy

Ph.D. The University of Louisiana at Monroe

Aaron Domina 2009

B.S. Worcester Polytechnic Institute

Ph.D. Dartmouth College

Alla Fabrikant 2014

Pharm.D. Duquesne University Mylan School of Pharmacy

Timothy Gladwell 2012

B.S. University of Maryland Eastern Shore

Pharm.D. Univeristy of Maryland

Betty Jean Harris 2011

B.S. Pharm Philadelphia College of Pharmacy and Science

Pharm.D. Nova Southeastern University

Derek Hoelz 2012

B.A. Kent State University

Ph.D. University of Maryland

Eric Jarvi 2008

B.S. Southern Illinois University

M.F.S. George Washington University

Ph.D. Oregon State University

Drew Lambert 2013

Pharm.D. University of Buffalo

Rodney Larson 2007

B.S. Pharm Ferris State University

Ph.D. University of Minnesota

William Lindblad 2008

B.S. University of Maine

M.S. Cleveland State University

Ph.D. University of Rhode Island

Sarah Martin 2013

Ph.D. University of South Carolina

Frank McGrady 2012

B.S. University of Rhode Island

Dan Moellentin 2011

B.S. University of Missouri

Pharm.D. University of Arkansas

Ying-Tang Ng 2014

Pharm.D. Wingate University School of Pharmacy

Stephanie Nichols 2013

Pharm.D. University of Buffalo

Roger Phipps 2009

"B..A Oxford University, UK"

"Ph.D. London University, UK"

Brian Piper 2012

B.S. Northern Michigan University

M.S. Northern Michigan University

Ph.D. University of Massachusetts

Ronald Reed 2010

B.S. Pharm University of Cincinnati

Pharm.D. University of Cincinnati

Michael Remkus 2012

Pharm.D. Creighton University

Dan Robinson 2010

B.S. Pharm. University of Georgia

Pharm.D. University of Cincinnati

Cassandra White 2013

Pharm.D. Albany College of Pharmacy and Health Sciences

Evan Williams 2012

Pharm.D. University Of Arizona

Tianzhi Yang 2009

"B.S. Shenyang Pharmaceutical University, Shenyang China"

"M.S. Shenyang Pharmaceutical University, Shenyang China"

Ph.D. Peking University

Tao Zhang 2014

"B.S. Zheijiang University, China"

Ph.D. University of Michigan

# Doctor of Pharmacy

**Professional Phase Courses**

| | | |
|---|---|---|
| RX 302 | Introduction to Pharmacology and Toxicology | 2 |
| RX 311 | Medical Physiology and Pathophysiology I | 4 |
| RX 312 | Medical Physiology and Pathophysiology II | 4 |
| RX 321 | Pharmaceutics I: Drug Characteristics | 3 |
| RX 322 | Pharmaceutics II: Drug Delivery Systems with Lab | 4 |
| RX 341 | Self-Care I | 2 |
| RX 342 | Medical Microbiology | 3 |
| RX 350 | IPPE I (Basic Community or Hospital Pharmacy) | 3 |
| RX 351 | Rural Community Pharmacy Practice with Skills Lab | 3 |
| RX 352 | Communications and Ethics | 2 |
| RX 361 | Medical Biochemistry | 3 |
| RX 362 | Practice Skills Lab I | 1 |
| RX 371 | Medical Physiology and Pathophysiology I Recitation | 1 |
| RX 372 | Medical Physiology and Pathophysiology II Recitation | 2 |
| RX 403 | Self-Care II | 2 |
| RX 411 | Clinical Research Design and Statistics | 3 |
| RX 412 | Pharmacogenomics and Biotechnology | 3 |
| RX 421 | Pharmacology and Medicinal Chemistry I | 4 |
| RX 422 | Pharmacology and Medicinal Chemistry II | 4 |
| RX 441 | Principles of Pharmacokinetics | 3 |
| RX 442 | Pharmacoeconomics | 3 |
| RX 450 | Introductory Pharmacy Practice Exp – Institutional | 3 |
| RX 463 | Rural Health Systems Pharmacy Practice with Skills Lab | 3 |
| RX 464 | Practice Skills Lab II | 1 |
| RX 474 | Pharmacotherapeutics I | 3 |
| RX 491 | PMC I Recitation | 2 |
| RX 492 | Integrated Recitation: PMC II and Therapeutics I | 2 |
| RX 501 | Social and Behavioral Pharmacy | 2 |
| RX 511 | Ambulatory Care/Management I IPPE | 1.5 |
| RX 512 | Ambulatory Care/Management II IPPE | 1.5 |
| RX 521 | Pharmacotherapeutics II | 4 |
| RX 522 | Pharmacotherapeutics III | 4 |
| RX 533 | Individualized Kinetic Dosing Lab | 1 |
| RX 534 | Practice Skills Lab III | 1 |
| RX 542 | Pharmacy Capstone Recitation (Verbal) | 2 |
| RX 551 | Advanced Drug Information (Written) | 3 |
| RX 552 | Pharmacy Law | 3 |
| RX 571 | Pharmacy Practice Management | 3 |
| RX 591 | Applied Pharmacotherapeutics I Recitation | 2 |
| RX 592 | Applied Pharmacotherapeutics II Recitation | 2 |

| | | |
|---|---|---|
| RX 601 | Inpatient - Acute Care | 6 |
| RX 602 | Hospital - Health Systems | 6 |
| RX 603 | Ambulatory Care | 6 |
| RX 604 | Community Pharmacy | 6 |
| RX 650 | Transition into the Profession | 1 |
| RX | Elective I | 2 |
| RX | Elective II | 2 |
| RX | Elective III | 2 |
| RX | Elective IV | 2 |
| RX | Elective APPE I | 6 |
| RX | Elective APPE II | 6 |
| Total Hour | | 148 |

# Pharm.D./Master of Business Administration

Candidates for the Doctorate of Pharmacy/Master of Business Administration Degrees are required to complete a minimum of 178 credits (148 Pharmacy, 30 MBA). Students will complete all pharmacy requirements as stated in the PharmD curriculum and will complete 30 credits in the MBA curriculum. In order to begin enrolling in MBA courses, students must achieve a minimum 2.5 GPA after their first professional year in the pharmacy program. Students wishing to enroll in MBA courses must submit an MBA application and one letter of recommendation from a pharmacy faculty member to Graduate Admissions in the semester prior to beginning business courses. To graduate with the PharmD and MBA degrees, students must achieve a minimum cumulative GPA of 2.0 in pharmacy courses and 3.0 in MBA courses.

**MBA COURSES**

| | | |
|---|---|---|
| BA 600 | Research Methods in Business and Education | 3 |
| BA 602 | Managerial Accounting | 3 |
| BA 605 | Management Communications | 3 |
| BA 620 | Financial Management | 3 |
| or BA 703 | Financial Management in Healthcare Organizations | |
| BA 621 | Marketing Management | 3 |
| or BA 712 | Strategic Marketing for Nonprofit Organizations | |
| BA 625 | Global Strategic Management | 3 |
| BA 643 | Strategic Change Management | 3 |
| Graduate Business Elective | | 9 |
| Total Hour | | 30 |

# The School of Science & Humanities

David "Haus, Jr." 2012

B.A. Pennsylvania State University

M.A. Bowling Green State University

Ph.D. Bowling Green State University

Therese Anderson 2010

B.S. University of Maine

M.S. University of Maine

Jonathan Bayless 2008

B.A. Clemson Univeristy

Ph.D. Dartmouth College

Karl Bishop 2008

B.A. Western State College

Ph.D. Syracuse University

Robert Brooks 2009

B.S. University of Idaho

M.S. University of Wisconsin

Doctor of Philosophy Washington State University

Maria Cahill 2014

B.A. University of Washington

M.A. Southern University

Ph.D. University of Wisconsion

Adam Crowley 2008

"B.A. University of Maine, Orono"

"M. A. University of Maine, Orono"

working towards Ph.D. University of New Brunswick

Steven Egland 1987

B.A. Wheaton College

M.S. University of North Dakota

Stephanie Gross 2044

B.A. University of Oklahoma

M.A. University of Oklahoma

Ph.D. University of Oklahoma

Clifton Guthrie 2007

B.S. Duke University

M.Div. with Honors from Candler School of Theology from Emory University

Ph.D. Emory University

Irene Haskins 2007

B.S. Eastern New Mexico University

M.S. University of Colorado

Lauren Holleb 2013

"B.A. Miami University, Oxford, Ohio"

M.A. University of Maine

Ph.D. University of Maine

Christopher Howard 2010

B.S. Georgia Southwestern State University

M.S. Augusta State University

Ph.D. Auburn University

Deborah Jackson 2014

B.A. University of Southern Maine

M.S. University of Maine

Ph.D. University of Maine

Nicholas Jenkins 2010

B.F.A. San Francisco Art Institute

M.A. St. John's College

Kenneth Johnson 2007

B.S. Ferrum College in Virginia

M.S. University of Maine

Heidar Kashkooli 2000

B.S. University of Maine

M.S. University of Maine

Ph.D. University of Maine

Paul Kinlaw 2010

B.S. Brown University

M.A. Dartmouth College

Ph.D. Dartmouth College

Sharon Kobritz 2007

Bachelor's Degree in Management from Boston University

M.A. University of Maine

Scott Lambert 2013

B.S. University of Maine Farmington

M.A. State University of New York

Ph.D. University of Montana

Kenneth Lane 1999

B.S. University of Maine

M.S. Idaho State University

D.A. Idaho State University

Yanyan Li 2014

"B.S. Nanjing Normal University, China"

Ph.D. Ohio State University

Jennifer Long 2007

B.S. University of California at Davis

M.S. Southeastern Louisiana University

Ph.D. University of Maine

Lisa Mazzarelli 2007

B.S. Metropolitan State College of Denver

M.S. Western Carolina University

Jonathan Moyer 2009

B.S. University of Maine

"M.S. University of Maine, Orono"

Erin Owen 2008

B.S. Wellesley College

"Master's degree Scripps Institution of Oceanography in San Diego, California"

Ph.D. University of Maine.

Bixel Patricia 2014

B.A. Rice University

M.A. Duke University

Ph.D. Rice University

Matthew Pifer 2006

B.A. Alma College

Master's degree University of Oklahoma

Ph.D. University of Oklahoma

Marielle Postava-Davignon 2012

B.S. State University of New York College at Fredonia

Ph.D. Northeastern University

David Prescott 2011

B.A. Bowdoin College

M.A. University of Nebraska

Ph.D. University of Nebraska

Crystal Sands 2009

B.A. Texas Women's University

M.A. Texas Women's University

Ph.D. Texas Women's University

Christine Selby 2007

B.A. Carthage College

M.S. Springfield College

Ph.D. University of North Texas

Marek Sitarski 2000

B.S. University of Lodz

M.S. University of Lodz

Ph.D. Polish Academy of Sciences

Kathi Smith 2014

B.F.A. University of Southern Maine

M.F.A. University of New Hampshire

Rachelle Smith 2009

B.A. University of Maine

Ph.D. University of Maine

Clinton Spaulding 2010

B.A. University of Maine

M.A. University of Maine

Thomas Stone 2009

B.S. United States Navel Academy

M.S. University of Wisconsin

Ph.D. University of Maine

Roberta Trefts 2014

B.S. Grand Valley State University

"M.S. Swinburn University of Technology, Australia"

Gail Tudor 2005

B.A. University of Minnesota

M.S. University of Minnesota

Ph.D. University of North Carolina

Julia Upton 2010

B.A. University of Alabama

M.A. University of Alabama

Ph.D. University of Alabama

Tricia Vankirk 2008

B.S. Zoology - UMO

M.S. University of Maine

Enrolled Ph.D. University of Maine

Gregory Winston 2001

B.A. Colgate University

M.A. University of Delaware

Ph.D. University of Delaware

Donald Withers 2008

B.S. Syracuse University

Ph.D. University of California Berkeley

# Biology

## Features of the Program

The Biology Program offers two tracks with courses at a variety of levels of biological organization including: molecular, cellular, organismal and population. Laboratory courses are provided in modern, well- equipped multi-disciplinary teaching laboratories. Field studies involving plants, animals, and marine communities are also included. The BS in Biology degree provides students with a broad background in the biological sciences in order to prepare them for jobs in a variety of specialized fields such as research, health care, environmental management and conservation, and education. The Regular track of the Biology Program prepares students for entry-level positions in biology such as lab technician, research assistant, animal technician, wildlife biologist and environmental educator. The Pre-pharmacy/Advanced Degree track of the Biology Program will prepare motivated Husson students for admission into the Husson School of Pharmacy, as well as prepare students for successful admission to graduate, medical, dental or optometry schools.

## Requirements for Biology Majors

Students must earn an overall 2.0 cumulative grade-point average and a “C” or better in every Biology course. Transfer students must complete a minimum of thirty (30) credit hours at Husson University. At least fifteen (15) credits must be earned in Husson Biology courses.

# B.S. in Biology Regular Track

| | | |
|---|---|---|
| **General Education Courses** | | |
| EH 123 | Rhetoric and Composition I | 3 |
| EH 124 | Rhetoric and Composition II | 3 |
| EH 200 | Approaches to Literature | 3 |
| HE 111 | The Husson Experience *** | 1 |
| MS 132 | Probability and Statistics | 3 |
| MS 141 | Contemporary College Algebra | 4 |
| PY 111 | General Psychology | 3 |
| Communications Elective | | 3 |
| Ethics Elective | | 3 |
| Fine Arts Elective | | 3 |
| Foreign Culture and Conversation Elective | | 3 |
| Global Elective | | 3 |
| Physical Science Electives | | 6 |
| Open Electives | | 24 |

| | | |
|---|---|---|
| Cocurricular and/or Community Service | | |
| **Professional Courses** | | |
| MS 223 | Research Design | 3 |
| SC 181<br>& SL 181 | Chemistry I<br>and Chemistry Lab I | 4 |
| SC 182<br>& SL 182 | Chemistry II<br>and Chemistry Lab II | 4 |
| SC 191<br>& SL 191 | General Biology I<br>and General Biology Lab I | 4 |
| SC 192<br>& SL 192 | General Biology II<br>and General Biology Lab II | 4 |
| SC 240<br>& SL 240 | Ecology<br>and Ecology Lab | 4 |
| SC 291 | Cell Biology | 3 |
| SC 334 | Genomic Biology | 3 |
| SC 383 | Junior Biology Seminar | 3 |
| SC 481 | Biological Research & Laboratory Safety I ((Capstone Course)) | 3 |
| Biology Electives | | 6 |
| Biology Electives 200+ | | 12 |
| Please select one of the following: | | 3 |
| SC 482 | Biological Research & Laboratory Safety II | |
| SC Elective 300+ | | |
| Total Hour | | 121 |

*** Credit may not be required for degree completion.

# B.S. in Biology Pre-Pharmacy/Advanced Degree Track

| | | |
|---|---|---|
| **General Education Courses** | | |
| BA 211<br>or BA 212 | Microeconomics<br>Macroeconomics | 3 |
| Choose one of the following: | | 3 |
| CM 100 | Speech | |
| Communications Elective | | |
| EH 123 | Rhetoric and Composition I | 3 |
| EH 124 | Rhetoric and Composition II | 3 |
| EH 200 | Approaches to Literature | 3 |
| HE 111 | The Husson Experience *** | 1 |
| MS 132 | Probability and Statistics | 3 |
| MS 223 | Research Design | 3 |
| PY 111 | General Psychology | 3 |
| Ethics Elective | | 3 |
| Foreign Culture and Conversation Elective | | 3 |
| Global Elective | | 3 |
| Fine Arts Elective | | 3 |
| Cocurricular and/or Community Service | | |
| Open Electives | | 9 |
| **Professional Courses** | | |
| MS 180 | Precalculus with Trigonometry | 4 |
| MS 181 | Calculus with Applications | 4 |
| MS 182 | Calculus II | 4 |
| SC 221<br>& SL 221 | Anatomy and Physiology I<br>and Anat/Physiology Lab I | 4 |

| | | |
|---|---|---|
| SC 222<br>& SL 222 | Anatomy and Physiology II<br>and Anatomy/Physiology Lab II | 4 |
| SC 181<br>& SL 181 | Chemistry I<br>and Chemistry Lab I | 4 |
| SC 182<br>& SL 182 | Chemistry II<br>and Chemistry Lab II | 4 |
| SC 191<br>& SL 191 | General Biology I<br>and General Biology Lab I | 4 |
| SC 192<br>& SL 192 | General Biology II<br>and General Biology Lab II | 4 |
| SC 240<br>& SL 240 | Ecology<br>and Ecology Lab | 4 |
| SC 291 | Cell Biology | 3 |
| SC 334 | Genomic Biology | 3 |
| SC 381<br>& SL 381 | Organic Chemistry I<br>and Organic Chemistry I Lab | 4 |
| SC 382<br>& SL 382 | Organic Chemistry II<br>and Organic Chemistry II Lab | 4 |
| SC 383 | Junior Science Research Seminar | 3 |
| SC 481 | Biological Research & Laboratory Safety I | 3 |
| Biology Elective 200+ | | 6 |
| Choose one of the following: | | 4 |
| SC 271<br>& SL 271 | Physics I<br>and Physics Lab I | |
| SC 285<br>& SL 285 | University Physics I<br>and University Physics I (Laboratory) | |
| Choose one of the following: | | 4 |
| SC 272<br>& SL 272 | Physics II<br>and Physics Lab II | |
| SC 286<br>& SL 286 | University Physics II<br>and University Physics II Lab | |
| Choose one of the following: | | 3 |
| SC 482 | Biological Research & Laboratory Safety II | |
| SC Elective 300+ | | |
| Total Hour | | 123 |

*** Credit may not be required for degree completion.

# Program in Chemistry

The Bachelor of Science in Chemistry degree integrates liberal arts and sciences with full preparation for technical employment in the pharmaceutical and biotechnology industries, as well as in environmental, regulatory, and research institutions. The program offers students the study of Chemistry with two tracks (pre-pharmacy and regular track), and prepares them for graduate and professional studies.

Students in the program can earn a bachelor’s degree in chemistry in a traditional four-year, 120-credit format. However, motivated students in the pre-pharmacy track may pursue an entry into the Husson Pharm. D. program after only two years or 60 credits of study.

## Regular Track

The goal of this track's curriculum is to provide students with a broad background in physical and biological sciences, mathematics, business, and psychology in order to prepare them for a job in biotechnology/pharmaceutical companies, environmental, biochemical research institutions, etc. Additionally, the program gives students solid preparation for graduate studies in pharmacology, biochemistry, environmental chemistry, and science education. The regular track is designed for students who want to have balanced semester schedules and who will apply to a graduate school in the fourth year of the chemistry major.

## Pre-Pharmacy Track

The pre-pharmacy track curriculum is designed to prepare students for the professional phase of studies in the Husson School of Pharmacy in an abbreviated period of time. A qualified student in this pre-professional track may apply to the Husson School of Pharmacy after only two years of study (60 credit hours). Husson students who meet the minimum requirements for entry into the program are guaranteed an interview. The first two years include four semesters each of chemistry and biology, two of math, one of economics, and six general education courses. Students who intend to apply to the Husson University School of Pharmacy after two years of study should work closely with advisors in the School of Sciences and Humanities and faculty and staff in the School of Pharmacy to assure that they are making satisfactory academic progress in a timely fashion.

# B.S. in Chemistry Regular Track

| | | |
|---|---|---|
| **General Education Courses** | | |
| EH 123 | Rhetoric and Composition I | 3 |
| EH 124 | Rhetoric and Composition II | 3 |
| EH 200 | Approaches to Literature | 3 |
| HE 111 | The Husson Experience *** | 1 |
| MS 132 | Probability and Statistics | 3 |
| PH 110 | Introduction to Ethics | 3 |
| PY 111 | General Psychology | 3 |
| Communications Elective | | 3 |
| Fine Arts Elective | | 3 |
| Foreign Cult. & Conv. Elective | | 3 |
| Global Perspectives Elective | | 3 |
| Open Elective | | 3 |
| Cocurricular and/or Community Service | | |
| **Professional Courses** | | |
| SC 181<br>& SL 181 | Chemistry I<br>and Chemistry Lab I | 4 |
| SC 182<br>& SL 182 | Chemistry II<br>and Chemistry Lab II | 4 |
| SC 191<br>& SL 191 | General Biology I<br>and General Biology Lab I | 4 |
| SC 192<br>& SL 192 | General Biology II<br>and General Biology Lab II | 4 |
| SC 352 | Biochemistry | 3 |
| SC 373 | Inorganic Chemistry | 3 |
| SC 381<br>& SL 381 | Organic Chemistry I<br>and Organic Chemistry I Lab | 4 |
| SC 382<br>& SL 382 | Organic Chemistry II<br>and Organic Chemistry II Lab | 4 |
| SC 393<br>& SL 393 | Physical Chemistry<br>and Advanced Chemistry Lab | 5 |
| SC 394<br>& SL 394 | Analytical Chemistry<br>and Analytical Chemistry Lab | 5 |
| SC 492 | Senior Chemistry Research Seminar | 3 |
| **Additional Requirements** | | |
| MS 180 | Precalculus with Trigonometry | 4 |
| MS 181 | Calculus with Applications | 4 |
| MS 182 | Calculus II | 4 |
| MS 223 | Research Design | 3 |
| SC 285<br>& SL 285 | University Physics I<br>and University Physics I (Laboratory) | 4 |
| SC 286<br>& SL 286 | University Physics II<br>and University Physics II Lab | 4 |
| SC 383 | Junior Biology Seminar | 3 |

| | |
|---|---|
| Chemistry Elective 300+ | 6 |
| Economics Elective 200+ | 3 |
| Math Elective 200+ | 3 |
| Science Elective 300+ | 6 |
| Total Hour | 121 |

*** Credit may not be required for degree completion.

# B.S. in Chemistry Pre-Pharmacy Track

| | | |
|---|---|---|
| **General Education Courses** | | |
| CM 100 | Speech | 3 |
| EH 123 | Rhetoric and Composition I | 3 |
| EH 124 | Rhetoric and Composition II | 3 |
| EH 200 | Approaches to Literature | 3 |
| HE 111 | The Husson Experience *** | 1 |
| MS 132 | Probability and Statistics | 3 |
| PH 110 | Introduction to Ethics | 3 |
| PY 111 | General Psychology | 3 |
| Communications Elective | | 3 |
| Fine Arts Elective | | 3 |
| Foreign Cult. & Conv. Elective | | 3 |
| General Education Electives | | 6 |
| Global Perspectives Elective | | 3 |
| Cocurricular and/or Community Service | | |
| **Professional Courses** | | |
| SC 221<br>& SL 221 | Anatomy and Physiology I<br>and Anat/Physiology Lab I | 4 |
| SC 222<br>& SL 222 | Anatomy and Physiology II<br>and Anatomy/Physiology Lab II | 4 |
| SC 181<br>& SL 181 | Chemistry I<br>and Chemistry Lab I | 4 |
| SC 182<br>& SL 182 | Chemistry II<br>and Chemistry Lab II | 4 |
| SC 191<br>& SL 191 | General Biology I<br>and General Biology Lab I | 4 |
| SC 192<br>& SL 192 | General Biology II<br>and General Biology Lab II | 4 |
| SC 271<br>& SL 271 | Physics I<br>and Physics Lab I | 4 |
| SC 272<br>& SL 272 | Physics II<br>and Physics Lab II | 4 |
| SC 352 | Biochemistry | 3 |
| SC 381<br>& SL 381 | Organic Chemistry I<br>and Organic Chemistry I Lab | 4 |
| SC 382<br>& SL 382 | Organic Chemistry II<br>and Organic Chemistry II Lab | 4 |
| SC 393<br>& SL 393 | Physical Chemistry<br>and Advanced Chemistry Lab | 5 |
| SC 394<br>& SL 394 | Analytical Chemistry<br>and Analytical Chemistry Lab | 5 |
| SC 492 | Senior Chemistry Research Seminar | 3 |
| Chemistry Electives (Upper Level) | | 6 |
| Science Elective 300+ | | 3 |

| **Additional Requirements** | | |
|---|---|---|
| BA 211 | Microeconomics | 3 |
| BA 401 | Managerial Economics | 3 |
| MS 181 | Calculus with Applications | 4 |
| MS 182 | Calculus II | 4 |
| MS 223 | Research Design | 3 |
| Total Hour | | 122 |

*** Credit may not be required for degree completion.

# Programs in English

## Features of the Program

The Bachelor of Science in English enables the student to develop exceptional written and oral communication skills, provides personal and professional information age skills, prepares students for various fields of graduate study and provides a coherent sequence of courses complementary to a number of existing Husson degree programs. A bachelor's degree in English prepares modern learners for such careers as advertising/journalism, corporate communications, public relations/marketing, research, professional and technical writing and teaching.

## Requirements for English Majors

Students must earn an overall 2.0 cumulative grade-point average as well as a 2.5 in Eh prefix courses. Transfer students must complete a minimum of 15 credit hours in English at Husson to be eligible for graduation.

# B.S. in English

| **General Education Courses** | | |
|---|---|---|
| EH 123 (p. 179) | Rhetoric and Composition I | 3 |
| EH 124 (p. 179) | Rhetoric and Composition II | 3 |
| EH 200 (p. 179) | Approaches to Literature | 3 |
| HE 111 (p. 179) | The Husson Experience *** | 1 |
| Select one of the following: | | 3 |
| HY 101 (p. 179) | History of Western Civilization | |
| HY 111 (p. 179) | United States History I | |
| HY 211 (p. 179) | American National Government | |
| Select one of the following: | | 3 |
| HY 112 (p. 179) | United States History II | |
| HY 211 (p. 179) | American National Government | |
| HY 221 (p. 179) | United States Social History | |
| Select one of the following: | | 3 |
| HY 341 (p. 179) | International Relations | |
| Global Perspectives Elective | | |
| MS 132 (p. 179) | Probability and Statistics | 3 |
| MS 141 (p. 179) | Contemporary College Algebra | 4 |
| PH 100 (p. 179) | Introduction to Philosophy | 3 |
| PH 110 (p. 179) | Introduction to Ethics | 3 |
| PY 111 (p. 179) | General Psychology | 3 |
| SY 222 (p. 179) | Cultural Anthropology | 3 |
| Communications Elective | | 3 |
| Fine Arts Electives | | 6 |
| Foreign Culture/Conversation Elective | | 3 |
| Lab Science Elective | | 3 |
| Open Electives | | 24 |
| Co-curricular activity and/or community service | | |

| | | |
|---|---|---|
| **Professional Courses** | | |
| EH 350 (p. 179) | The History of the English Language | 3 |
| EH 352 (p. 179) | Advanced Writing Internship | 3 |
| EH 411 (p. 179) | Seminar in Literature | 3 |
| Select one of the following: | | 3 |
| EH 234 (p. 179) | American Literature I | |
| EH 241 (p. 179) | British Literature I | |
| EH 251 (p. 179) | World Literature I | |
| Select one of the following: | | 3 |
| EH 235 (p. 179) | American Literature II | |
| EH 242 (p. 179) | British Literature II | |
| EH 252 (p. 179) | World Literature II | |
| EH Survey Course 200+ | | 3 |
| Select one of the following: | | 3 |
| EH 275 (p. 179) | Creative Writing Workshop | |
| EH Writing Elective | | |
| Select one of the following: | | 3 |
| EH 230 (p. 179) | Introduction to the Short Story | |
| EH 233 (p. 179) | Introduction to the Novel | |
| EH 229 (p. 179) | Introduction to Poetry | |
| Select one of the following: | | 3 |
| EH 303 (p. 179) | Canadian Literature | |
| EH 342 (p. 179) | Native American Literatures of North America | |
| Select one of the following: | | 3 |
| EH 301 (p. 179) | The Modern Novel | |
| EH Upper Level Literature | | |
| English Elective 300+ | | 6 |
| EH Lit. & Culture Theory Survey | | 3 |
| English Elective | | 6 |
| Total Hour | | 122 |

*** Credit may not be required for degree completion.

# B.S. in English Pre-Law Track with Paralegal Certificate

The Pre-Law track provides concrete education for English majors taking the LSAT. Students will also graduate with marketable certificate.

## Program Curriculum

Candidates for a Bachelor of Science degree are required to complete a minimum of 121 semester credit hours maintaining a 2.0 overall cumulative grade point average and a 2.0 overall in their major courses. Transfer students must complete a minimum of thirty (30) credit hours at Husson University.

| | | |
|---|---|---|
| **General Education Courses** | | |
| AC 120 (p. 180) | Introduction to Accounting | 3 |
| BA 201 (p. 180) | Business Law I | 3 |
| BA 211 (p. 180) | Microeconomics | 3 |
| EH 123 (p. 180) | Rhetoric and Composition I | 3 |
| EH 124 (p. 180) | Rhetoric and Composition II | 3 |
| EH 200 (p. 180) | Approaches to Literature | 3 |
| EH 234 (p. 180) | American Literature I | 3 |
| HE 111 (p. 180) | The Husson Experience *** | 1 |
| HY 211 (p. 180) | American National Government | 3 |
| MS 141 (p. 180) | Contemporary College Algebra | 4 |

| | | |
|---|---|---|
| PY 111 (p. 180) | General Psychology | 3 |
| HY 101 (p. 180) | History of Western Civilization | 3 |
| or HY 111 (p. 180) | United States History I | |
| MS 131 (p. 180) | Logic and Problem Solving | 3 |
| or MS 132 (p. 180) | Probability and Statistics | |
| PY 232 (p. 180) | Abnormal Psychology | 3 |
| Select one of the following: | | 3 |
| SC 120 (p. 180) | Functional Anatomy and Physiology | |
| SC 151 (p. 180) | Conceptual Physics | |
| SC 271 (p. 180) | Physics I | |
| SY 201 (p. 180) | Principles of Sociology | 3 |
| SY 222 (p. 180) | Cultural Anthropology | 3 |
| Fine Arts Elective | | 3 |
| Foreign Culture and Conversation Elective | | 3 |
| **English Requirements** | | |
| EH 251 (p. 180) | World Literature I | 3 |
| EH 411 (p. 180) | Seminar in Literature | 3 |
| Select one of the following: | | 3 |
| CM 221 (p. 180) | Professional Communications | |
| Writing Elective | | |
| Select one of the following: | | 3 |
| EH 229 (p. 180) | Introduction to Poetry | |
| EH 230 (p. 180) | Introduction to the Short Story | |
| EH 241 (p. 180) | British Literature I | |
| Select one of the following: | | 3 |
| EH 232 (p. 180) | Intro to Drama/Play Production | |
| EH 233 (p. 180) | Introduction to the Novel | |
| EH 299 (p. 180) | Topic/ | |
| Select one of the following: | | 3 |
| EH 235 (p. 180) | American Literature II | |
| EH 252 (p. 180) | World Literature II | |
| Select one of the following: | | 3 |
| EH 299 (p. 180) | Topic/ | |
| Writing Elective | | |
| English Electives | | 6 |
| Writing Electives | | 3 |
| **Professional Courses** | | |
| Select one of the following: | | 3 |
| CJ 235 (p. 180) | Criminology | |
| CJ 406 (p. 180) | Victimology | |
| PL 200 (p. 180) | Criminal Law | 3 |
| PL 201 (p. 180) | Real Estate Law | 3 |
| PL 203 (p. 180) | Civil Litigation | 3 |
| PL 204 (p. 180) | Introduction to Wills, Estates, and Trusts | 3 |
| PL 205 (p. 180) | Legal Research and Writing | 3 |
| Select one of the following: | | 3 |
| PL 302 (p. 180) | Family Law | |
| PL 303 (p. 180) | Alternative Dispute Resolution | |
| PL 305 (p. 180) | Legal Ethics | 3 |
| PL 401 (p. 180) | Domestic Violence Law | 3 |
| PL 403 (p. 180) | Advanced Legal Writing | 3 |
| PL 407 (p. 180) | Law Office Management | 3 |

| | | |
|---|---|---|
| PL 498 (p. 180) | Paralegal Internship | 3 |
| Total Hour | | 122 |

*** Credit may not be required for degree completion.

# Environmental Science

The Environmental Science program is designed provide students with a strong, broad based foundation in the natural and physical processes that affect the functioning of our planet, as well social and political factors that influence environmental policy and management. Successful completion of the program will prepare students for positions with local, state, and federal government agencies, private environmental organizations, or graduate school in scientific or policy-related environmental disciplines. In addition to the core requirements for the Environmental Science program, students are required to take ten additional courses as follows: 3 Biological Sciences electives, 3 Chemistry electives, 2 Physical Sciences and Mathematics electives, and 2 Interdisciplinary electives. Students should meet with advisors to assure proper course selection.

# B.S. Environmental Science

| | | |
|---|---|---|
| **General Education Courses** | | |
| BA 499 (p. 182) | Topic/ (Environmental Law) | 3 |
| EH 123 (p. 182) | Rhetoric and Composition I | 3 |
| EH 124 (p. 182) | Rhetoric and Composition II | 3 |
| EH 200 (p. 182) | Approaches to Literature | 3 |
| EH 2XX | Technical Writing | 3 |
| HE 111 (p. 182) | The Husson Experience *** | 1 |
| MI 214 (p. 182) | Microcomputer Spreadsheet Applications | 3 |
| MS 132 (p. 182) | Probability and Statistics | 3 |
| MS 141 (p. 182) | Contemporary College Algebra | 4 |
| MS 223 (p. 182) | Research Design | 3 |
| PH 220 (p. 182) | Environmental Ethics | 3 |
| PY 111 (p. 182) | General Psychology | 3 |
| SY 222 (p. 182) | Cultural Anthropology | 3 |
| Literature Elective | | 3 |
| Fine Arts Elective | | 3 |
| Foreign Culture and Conversation Elective | | 3 |
| Open Elective | | 6 |
| Cocurricular and/or Community Service | | |
| **Science Courses** | | |
| SC 134 (p. 182) | Introduction to Geology | 3 |
| SC 141 (p. 182) | Environmental Science | 3 |
| SC 142 (p. 182) | Conservation and Resource Management | 3 |
| SC 181 (p. 182)<br>& SL 181 (p. 182) | Chemistry I<br>and Chemistry Lab I | 4 |
| SC 182 (p. 182)<br>& SL 182 (p. 182) | Chemistry II<br>and Chemistry Lab II | 4 |
| SC 191 (p. 182)<br>& SL 191 (p. 182) | General Biology I<br>and General Biology Lab I | 4 |
| SC 192 (p. 182)<br>& SL 192 (p. 182) | General Biology II<br>and General Biology Lab II | 4 |
| SC 240 (p. 182)<br>& SL 240 (p. 182) | Ecology<br>and Ecology Lab | 4 |
| SC 283 (p. 182) | Soil, Air, and Water Chemistry | 3 |
| SC 490 (p. 182) | Environmental Science Research Seminar I | 3 |
| SC 491 (p. 182) | Environmental Science Research Seminar II | 3 |
| Biological Science Elective | | 9 |
| Chemistry Elective | | 9 |

| | |
|---|---|
| Interdisciplinary Elective | 6 |
| Please select one of the following | 6 |
| Physical Science Elective | |
| Math Elective | |
| Total Hour | 121 |

*** Credit may not be required for degree completion.

# Health Sciences

## Features of the Program

The undergraduate Bachelor of Science degree in Health Sciences prepares students for graduate study in the fields of medicine, public health, or allied health. The program gives students the flexibility to prepare for a wide range of professional careers in health and medicine as it fulfills the general requirements for entry into most graduate level health professions programs. The curriculum includes a variety of courses in science and mathematics. This allows students to tailor their degree to support their particular area of interest. The Health Sciences program is also a pathway for students who are not directly admitted to Husson's physical therapy, nursing, or occupational therapy programs.

# B.S. Health Sciences

| | | |
|---|---|---|
| **GENERAL EDUCATION COURSES** | | |
| EH 123 | Rhetoric and Composition I | 3 |
| EH 124 | Rhetoric and Composition II | 3 |
| EH 200 | Approaches to Literature | 3 |
| HE 111 | The Husson Experience | 1 |
| MS 132 | Probability and Statistics | 3 |
| MS 180 | Precalculus with Trigonometry | 4 |
| Select one of the following: | | 3 |
| MS 181 | Calculus with Applications | |
| MS Elective | | |
| MS 223 | Research Design | 3 |
| MS 345 | Biostatistics | 3 |
| PH 110 | Introduction to Ethics | 3 |
| PY 111 | General Psychology | 3 |
| Communication Elective | | 3 |
| Global Perspective Elective | | 3 |
| Fine Arts Elective | | 3 |
| Foreign Culture Elective | | 3 |
| Open Elective | | 9 |
| **SCIENCE COURSES** | | |
| SC 221<br>& SL 221 | Anatomy and Physiology I<br>and Anat/Physiology Lab I | 4 |
| SC 222<br>& SL 222 | Anatomy and Physiology II<br>and Anatomy/Physiology Lab II | 4 |

| | | |
|---|---|---|
| SC 181<br>& SL 181 | Chemistry I<br>and Chemistry Lab I | 4 |
| SC 182<br>& SL 182 | Chemistry II<br>and Chemistry Lab II | 4 |
| SC 191<br>& SL 191 | General Biology I<br>and General Biology Lab I | 4 |
| Select one of the following: | | 3 |
| SC 192<br>& SL 192 | General Biology II<br>and General Biology Lab II | |
| SC 291 | Cell Biology | |
| SC 233 | Pathophysiology | 3 |
| Select one of the following: | | 4 |
| SC 271<br>& SL 271 | Physics I<br>and Physics Lab I | |
| SC 285<br>& SL 285 | University Physics I<br>and University Physics I (Laboratory) | |
| Select one of the following: | | 4 |
| SC 272<br>& SL 272 | Physics II<br>and Physics Lab II | |
| SC 286<br>& SL 286 | University Physics II<br>and University Physics II Lab | |
| SC 292 | Epidemiology | 3 |
| SC 334 | Genomic Biology | 3 |
| SC 383 | Junior Science Research Seminar | 3 |
| SC 481 | Biological Research & Laboratory Safety I | 3 |
| PT 435 | Principles of Physiology | 3 |
| **Health Sciences Electives** | | |
| Please select 6 courses from the following: | | 18 |
| (No more than 2 may be 200-level, at least 4 must be 300-400 Level) | | |
| PT 425 | Exercise Physiology | |
| PT 450 | Neurophysiology | |
| SC 234 | Nutrition | |
| SC 241 | Microbiology | |
| SC 291 | Cell Biology * | |
| SC 330 | Exercise Physiology | |
| SC 352 | Biochemistry | |
| SC 360 | Biomechanics & Kinesiology in Human Performance | |
| SC 381<br>& SL 381 | Organic Chemistry I<br>and Organic Chemistry I Lab | |
| SC 382<br>& SL 382 | Organic Chemistry II<br>and Organic Chemistry II Lab | |
| SC 393 | Physical Chemistry | |
| SC 410 | Motor Learning in Human Performance | |
| SC 482 | Biological Research & Laboratory Safety II | |
| Total Hour | | 120 |

* SC 291 can only be used to fulfill a Health Sciences Elective if it is not already being used towards a program requirement.

# Program in Healthcare Studies

The undergraduate Healthcare Studies degree is designed to prepare students to work in a variety of careers in the healthcare field. In addition to courses in healthcare delivery, terminology, leadership, management and policy, students select courses in business, psychology, science and math to prepare them for work in hospitals, clinics, research centers at academic institutions and medical centers, pharmaceutical companies and contract research organizations. This degree would also qualify the students to

pursue advanced academic studies in graduate and professional schools, including Husson Universities MBA with a concentration in Healthcare Management.

Specific objectives are for our students to gain an understanding of how healthcare affects the global economy and government policies; to learn about the human body and other medical terminology; to gain microcomputing skills including spreadsheets and electronic medical forms and how information can be electronically shared; to learn about how psychology and sociological issues affect Healthcare research and practices; to gain a broad knowledge of biological and chemical sciences; and to become a critical thinking, broad minded, ethical individual.

# B.S. Healthcare Studies

## Program Curriculum

Students must earn an overall 2.0 cumulative grade-point average as well as 2.0 in major courses, 120 credit hours. Transfer students should complete a minimum of 30 credit hours at Husson.

| | | |
|---|---|---|
| **General Education Courses** | | |
| BA 210 | Economics Overview for Non-Business Majors | 3 |
| Select one of the following: | | 3 |
| CM 100 | Speech | |
| CM 221 | Professional Communications | |
| EH 123 | Rhetoric and Composition I | 3 |
| EH 124 | Rhetoric and Composition II | 3 |
| EH 200 | Approaches to Literature | 3 |
| EH 360 | Writing in the Health Professions | 3 |
| HE 111 | The Husson Experience *** | 1 |
| MI 111 | Introduction to Microcomputing | 3 |
| MI 210 | Basic Database Design and Implementation | 3 |
| MI 214 | Microcomputer Spreadsheet Applications | 3 |
| MS 132 | Probability and Statistics | 3 |
| MS 141 | Contemporary College Algebra | 4 |
| MS 223 | Research Design | 3 |
| PY 111 | General Psychology | 3 |
| PY 141 | Human Growth and Development | 3 |
| SC 104 | Organismal Biology | 3 |
| SC 120<br>& SL 120 | Functional Anatomy and Physiology<br>and Functional Anatomy and Physiology Lab | 4 |
| SC 292 | Epidemiology | 3 |
| History Elective | | 3 |
| Fine Arts Elective | | 3 |
| Ethics Elective | | 3 |
| Foreign Cult. & Conv. Elective | | 3 |
| Global Elective | | 3 |
| Psychology Elective | | 3 |
| Open Electives | | 12 |
| **Professional Courses** | | |
| HS 101 | Introduction to Health Care Studies | 3 |
| HS 121 | Medical Terminology | 3 |
| HS 299 | Topic/ | 3 |
| HS 301 | Introduction to Public Health | 3 |
| HS 311 | Healthcare Management and Organization | 3 |
| HS 321 | Healthcare Law and Ethics | 3 |
| HS 411 | Health Economics and Policy | 3 |
| HS 421 | Health Care Studies Senior Experience | 3 |
| HS 491 | Health Care Studies Internship | 3-6 |

| | |
|---|---|
| HS Electives | 9 |
| Total Hour | 120-123 |

*** Credit may not be required for degree completion.

# BS Healthcare Studies - Master of Business Administration

Bachelor of Science Healthcare Studies - Master of Business Administration

Candidates for the Bachelor of Science/Master of Business Administration Degrees are required to complete a minimum of 151 semester hours maintaining an undergraduate grade point average of 2.0, 2.0 overall in their major courses, and a 3.0 graduate grade point average. In order to begin enrolling in graduate courses, a student must earn an undergraduate grade point average of 3.0 upon completion of 90 undergraduate credits. Certain graduate courses may require advisor approval. Transfer students must complete a minimum of thirty (30) credit hours at Husson University. At least fifteen (15) credits must be earned at Husson Healthcare Studies courses.

| | | |
|---|---|---|
| **GENERAL EDUCATION REQUIREMENTS** | | |
| CM 100 | Speech | 3 |
| CM 221 | Professional Communications | 3 |
| EH 123 | Rhetoric and Composition I | 3 |
| EH 124 | Rhetoric and Composition II | 3 |
| EH 200 | Approaches to Literature | 3 |
| EH 360 | Writing in the Health Professions | 3 |
| HE 111 | The Husson Experience | 1 |
| MI 111 | Introduction to Microcomputing | 3 |
| MI 210 | Basic Database Design and Implementation | 3 |
| MI 214 | Microcomputer Spreadsheet Applications | 3 |
| MS 132 | Probability and Statistics | 3 |
| MS 141 | Contemporary College Algebra | 4 |
| PH 110 | Introduction to Ethics | 3 |
| PY 111 | General Psychology | 3 |
| PY 141 | Human Growth and Development | 3 |
| SC 104 | Organismal Biology | 3 |
| SC 120 | Functional Anatomy and Physiology | 3 |
| SL 120 | Functional Anatomy and Physiology Lab | 1 |
| SC 180 | Principles of Gen Chemistry | 3 |
| SL 180 | Prin of Gen Chemistry Lab I | 1 |
| SC 292 | Epidemiology | 3 |
| SY 201 | Principles of Sociology | 3 |
| Fine Arts Elective | | 3 |
| Foreign Culture & Converstation Elective | | 3 |
| Psychology Elective | | 3 |
| Open Elective | | 12 |
| **PROGRAM REQUIREMENTS** | | |
| BA 211 | Microeconomics | 3 |
| BA 212 | Macroeconomics | 3 |
| HS 101 | Introduction to Health Care Studies | 3 |
| HS 121 | Medical Terminology | 3 |
| HS 301 | Introduction to Public Health | 3 |
| HS 311 | Healthcare Management and Organization | 3 |
| HS 411 | Health Economics and Policy | 3 |
| HS 421 | Health Care Studies Senior Experience | 3 |
| HS 491 | Health Care Studies Internship | 3-6 |
| Healthcare Studies Elective | | 12 |
| **GRADUATE COURSES** | | |

| | | |
|---|---|---|
| BA 600 | Research Methods in Business and Education | 3 |
| BA 602 | Managerial Accounting | 3 |
| BA 605 | Management Communications | 3 |
| BA 620 | Financial Management | 3 |
| BA 621 | Marketing Management | 3 |
| BA 625 | Global Strategic Management | 3 |
| BA 643 | Strategic Change Management | 3 |
| Graduate Business Elective | | 9 |
| Total Hour | | 151-154 |

# B.S. Healthcare Studies - Master of Business Administration - Healthcare Management

Bachelor of Science Healthcare Studies - Master of Business Administration - Healthcare Management

Candidates for the Bachelor of Science/Master of Business Administration Degrees are required to complete a minimum of 151 semester hours maintaining an undergraduate grade point average of 2.0, 2.0 overall in their major courses, and a 3.0 graduate grade point average. In order to begin enrolling in graduate courses, a student must earn an undergraduate grade point average of 3.0 upon completion of 90 undergraduate credits. Certain graduate courses may require advisor approval. Transfer students must complete a minimum of thirty (30) credit hours at Husson University. At least fifteen (15) credits must be earned at Husson Healthcare Studies courses.

| | | |
|---|---|---|
| **GENERAL EDUCATION ELECTIVES** | | |
| CM 100 | Speech | 3 |
| CM 221 | Professional Communications | 3 |
| EH 123 | Rhetoric and Composition I | 3 |
| EH 124 | Rhetoric and Composition II | 3 |
| EH 200 | Approaches to Literature | 3 |
| EH 360 | Writing in the Health Professions | 3 |
| HE 111 | The Husson Experience | 1 |
| MI 111 | Introduction to Microcomputing | 3 |
| MI 210 | Basic Database Design and Implementation | 3 |
| MI 214 | Microcomputer Spreadsheet Applications | 3 |
| MS 132 | Probability and Statistics | 3 |
| MS 141 | Contemporary College Algebra | 4 |
| PH 110 | Introduction to Ethics | 3 |
| PY 111 | General Psychology | 3 |
| PY 141 | Human Growth and Development | 3 |
| SC 104 | Organismal Biology | 3 |
| SC 120 | Functional Anatomy and Physiology | 3 |
| SL 120 | Functional Anatomy and Physiology Lab | 1 |
| SC 180 | Principles of Gen Chemistry | 3 |
| SL 180 | Prin of Gen Chemistry Lab I | 1 |
| SC 292 | Epidemiology | 3 |
| SY 201 | Principles of Sociology | 3 |
| Fine Arts Elective | | 3 |
| Foreign Culture & Converstation Elective | | 3 |
| Psychology Elective | | 3 |
| Open Elective | | 12 |
| **PROGRAM REQUIREMENTS** | | |
| BA 211 | Microeconomics | 3 |
| BA 212 | Macroeconomics | 3 |
| HS 101 | Introduction to Health Care Studies | 3 |

| | | |
|---|---|---|
| HS 121 | Medical Terminology | 3 |
| HS 301 | Introduction to Public Health | 3 |
| HS 311 | Healthcare Management and Organization | 3 |
| HS 411 | Health Economics and Policy | 3 |
| HS 421 | Health Care Studies Senior Experience | 3 |
| HS 491 | Health Care Studies Internship | 3-6 |
| Healthcare Studies Elective | | 12 |
| **GRADUATE COURSES** | | |
| BA 600 | Research Methods in Business and Education | 3 |
| BA 602 | Managerial Accounting | 3 |
| BA 605 | Management Communications | 3 |
| BA 621 | Marketing Management | 3 |
| BA 625 | Global Strategic Management | 3 |
| BA 643 | Strategic Change Management | 3 |
| BA 701 | Legal Environment of Health Care Management | 3 |
| BA 703 | Financial Management in Healthcare Organizations | 3 |
| Graduate Business Elective | | 6 |
| Total Hour | | 151-154 |

# Programs in Psychology

The field of psychology focuses on the examination of mental processes and behavior and basic behavioral functions such as sensation, perception, learning, thinking, language, motivation, personality, and emotion. The program in Psychology provides students with a background of fundamental subject matter that will equip them for subsequent graduate study in psychology and related fields, assist them in careers in medicine, education, law, business, or other professions involving human services, and provide them with an understanding of behavior useful in everyday personal and community life.

## Requirements for Psychology Majors

Students must earn an overall 2.5 cumulative grade-point average as well as 2.5 in their Psychology courses. Transfer students must complete a minimum of 15 credit hours in Py prefix courses at Husson to be eligible for graduation.

## Certification

Students receiving a Husson four-year degree in Psychology and meeting State of Maine requirements for the MHRT/C may apply for this certification upon graduation. This certification enables graduates to undertake entry-level case management and educational programs in mental health settings that are supported by the State of Maine.

# B.S. Psychology

| | | |
|---|---|---|
| **General Education Courses** | | |
| EH 123 (p. 188) | Rhetoric and Composition I | 3 |
| EH 124 (p. 188) | Rhetoric and Composition II | 3 |
| EH 200 (p. 188) | Approaches to Literature | 3 |
| HE 111 (p. 188) | The Husson Experience *** | 1 |
| MS 141 (p. 188) | Contemporary College Algebra | 4 |
| MS 132 (p. 188) | Probability and Statistics | 3 |
| Communications Elective | | 6 |
| Ethics Elective | | 3 |
| Fine Arts Elective | | 3 |
| Foreign Culture and Converation Elective | | 3 |
| Global Elective | | 3 |
| History Elective | | 3 |
| Lab Science Elective | | 3 |
| Open Elective | | 39 |
| Co-curricular activity and/or community service | | |

| Professional Courses | | |
|---|---|---|
| PY 111 (p. 188) | General Psychology | 3 |
| PY 141 (p. 188) | Human Growth and Development | 3 |
| PY 231 (p. 188) | Social Psychology | 3 |
| PY 242 (p. 188) | Research Methods | 3 |
| PY 442 (p. 188) | Seminar in Psychology | 3 |
| PY 491 (p. 188) | Field Placement | 3 |
| Psychology Elective | | 24 |
| Total Hour | | 122 |

*** Credit may not be required for degree completion.

# Liberal Studies Program

The Bachelor of Science in Liberal Studies degree program is an Individualized Program of Study (IPS) providing a broad background in the arts and sciences and specialization in two academic areas of particular interest to the student. This allows the student the opportunity to establish a broader base in general education than is ordinarily possible, while combining in-depth study in different academic disciplines in ways not possible under the structure of traditional academic majors.

The IPS is designed by the student with help from a three-member Advisory Committee appointed by the Program Coordinator. The Advisory Committee must formally approve the IPS at least two academic semesters prior to the expected graduation date. As part of the approval process, the Advisory Committee ensures that the IPS meets all philosophical and structural requirements of the degree.

# B.S. Liberal Studies (Individualized Program)

**The Program**

The fundamental program requirement is that each student must complete an approved program of study having no fewer than 120 credit hours of college level work that demonstrates a broad base in the traditional liberal arts, and also demonstrates a significant concentration of study in two or more distinct academic areas.
Although it should be possible for a student to enter Husson University with an approved IPS, it is recommended that an incoming student enroll in one of Husson's traditional programs (or elect the Undeclared option) so that the various opportunities and options available within the program guidelines can be explored with the help of a knowledgeable faculty advisor. It is expected that the approved program of study be filed with the Dean of Science and Humanities prior to beginning course work as a third year student (>60 Credit Hours). In the event that program approval is sought after beginning the third year's work, an academic program totaling more than 120 credit hours may be required in order to satisfy all requirements.

**Basic Guidelines**

It is expected that all approved IPS programs leading to the degree of Bachelor of Science in Liberal Studies will incorporate the following features, including:
1. A broad base in traditional liberal arts;
a. English/Communications –five (5) courses minimum
b. Humanities – three (3) courses minimum
c. Social Sciences – three (3) courses minimum
d Science/Mathematics – five (5) courses minimum
e Language/Culture – two (2) courses minimum
2. At least two (2) advanced courses (300 level or above) in at least two of the above general areas, resulting in a four (4) course requirement;
3. At least (6) courses taken outside the School of Science and Humanities; and
4. Electives as necessary to support the development of at least two (2) areas of concentration and to permit increased depth of study in areas supporting the concentration, resulting in a comprehensive program of study totaling not less than 120 credit hours. In addition to required courses and distribution requirements listed above, students would complete 36 hours in two areas of concentration (including at least 15 hours completed at Husson and with a 2.5 grade average or better among these courses).
The curriculum outlined below should be followed by the advisor and student to ensure that all degree requirements are met.

| General Education Courses | | |
|---|---|---|
| EH 123 | Rhetoric and Composition I | 3 |
| EH 124 | Rhetoric and Composition II | 3 |
| EH 200 | Approaches to Literature | 3 |
| HE 111 | The Husson Experience *** | 1 |

| | | |
|---|---|---|
| Please Select One of the Following (Math I): | | 4 |
| MS 141 | Contemporary College Algebra | |
| MS 180 | Precalculus with Trigonometry | |
| MS 181 | Calculus with Applications | |
| MS 182 | Calculus II | |
| Please Select One of the Following (Math II): | | 3-4 |
| MS 131 | Logic and Problem Solving | |
| MS 132 | Probability and Statistics | |
| MS 180 | Precalculus with Trigonometry | |
| MS 181 | Calculus with Applications | |
| MS 182 | Calculus II | |
| Lab Science Elective | | 3-4 |
| Fine Arts Elective | | 3 |
| Foreign Culture Conv. Elective | | 3 |
| Global Elective | | 3 |
| PY 111 | General Psychology | 3 |
| HU 411 | Senior Capstone Experience | 3 |
| PH 110 | Introduction to Ethics | 3 |
| or BA 302 | Business Ethics | |
| **Additional Distribution Requirements** | | |
| English/Communications courses | | 6 |
| Social Sciences courses (EC, HS, PY, SY) | | 6 |
| Language Elective (LA, LF, LS) | | 3 |
| Humanities courses (EH, FA, HU, FY, PH) | | 9 |
| Science/Mathematics courses (AC, MI, MS, SC) | | 6 |
| **Other Electives** | | |
| Other Electives | | 16-18 |
| **Areas of Concentration** | | |
| First Concentration | | 18 |
| Second Concentration | | 18 |
| Total Hour | | 120-124 |

*** Credit may not be required for degree completion.

# Science and Humanities Minors

## Behavioral Science Minor

Students may complete the Behavioral Science Minor at Husson University by declaring their wish to pursue this option and successfully completing 18 credit hours (6 courses) of approved course work. PY 111 (p. 190) and SY 201 (p. 190) are required. Of the remaining twelve credit hours (4 courses), six hours (2 courses) must be elected in psychology and six hours (2 courses) must be elected in sociology. Interested students should discuss this option with their advisors and obtain the approval of the Behavioral Science Coordinator by the end of their sophomore year. Additional information may be obtained from the Dean of the School of Science and Humanities.

### Requirements of the Behavioral Science Minor

| | | |
|---|---|---|
| PY 111 (p. 190) | General Psychology (required) | 3 |
| SY 201 (p. 190) | Principles of Sociology (required) | 3 |
| Select two from the following: | | 6 |
| PY 141 (p. 190) | Human Growth and Development | |
| PY 232 (p. 190) | Abnormal Psychology | |
| PY 333 (p. 190) | Psychology of Personality | |
| PY 431 (p. 190) | Behavior Modification/Seminar in Learning | |
| PY 499 (p. 190) | Topic/ | |

| | | |
|---|---|---|
| Select two from the following: | | 6 |
| SY 211 (p. 190) | Contemporary Social Issues | |
| SY 312 (p. 190) | Sociology of Work | |
| SY 499 (p. 190) | Topic/ | |
| Total Hour | | 18 |

## Biology Minor

The Biology Minor at Husson University is offered for students who are pursuing undergraduate professional programs of study but who have an abiding interest in biology. Nursing, Physical Therapy, Occupational Therapy and Physical Education all have strong foundations in human biology. The Biology Minor allows students to contextualize this knowledge with information of the life processes that occur in all organisms. This minor would also benefit majors in business who might have an interest in the sale of pharmaceuticals or biotechnology and provides an excellent means of extra science preparation for Elementary Education majors. The minor requires at least 18 credits in biologically related science which covers animal biology, environmental biology and biological phenomena over long periods of time.

In order to complete the minor in biology, students must take the two-semester series in general biology for science majors: SC 191/SL 191 and SC 192/SL 192 and 4 additional science courses (with labs when available).

| | | |
|---|---|---|
| SC 191<br>& SL 191 | General Biology I<br>and General Biology Lab I | 4 |
| SC 192<br>& SL 192 | General Biology II<br>and General Biology Lab II | 4 |
| Select one of the following environmental biology courses: | | 3 |
| SC 141 | Environmental Science | |
| SC 202 | Science Immersion | |
| SC 210<br>& SL 210 | Marine Biology<br>and Marine Biology Laboratory | |
| SC 240<br>& SL 240 | Ecology<br>and Ecology Lab | |
| SC 332 | Physiological Ecology of Animals and Plants | |
| Select one of the following organismal or cellular biology courses: | | 3 |
| NU 208 | Health Assessment | |
| PT 450 | Neurophysiology | |
| PT 425 | Exercise Physiology | |
| or SC 330 | Exercise Physiology | |
| PT 560 | Cardiorespiratory | |
| SC 101 | Introduction to Nutrition | |
| SC 120<br>& SL 120 | Functional Anatomy and Physiology<br>and Functional Anatomy and Physiology Lab | |
| SC 131 | Human Genetics | |
| SC 221<br>& SL 221 | Anatomy and Physiology I<br>and Anat/Physiology Lab I | |
| SC 222<br>& SL 222 | Anatomy and Physiology II<br>and Anatomy/Physiology Lab II | |
| SC 233 | Pathophysiology | |
| SC 234 | Nutrition | |
| SC 241 | Microbiology | |
| SC 291 | Cell Biology | |
| SC 292 | Epidemiology | |
| SC 334 | Genomic Biology | |
| SC 352 | Biochemistry | |
| SC 360 | Biomechanics & Kinesiology in Human Performance | |
| Please select one of the following physical science courses: | | 3 |
| SC 135 | Introduction to Meteorology | |
| SC 150 | Astronomy of the Solar System | |

| | | |
|---|---|---|
| SC 151 | Conceptual Physics | |
| SC 180 & SL 180 | Principles of Gen Chemistry and Prin of Gen Chemistry Lab I | |
| SC 181 & SL 181 | Chemistry I and Chemistry Lab I | |
| SC 182 & SL 182 | Chemistry II and Chemistry Lab II | |
| SC 271 & SL 271 | Physics I and Physics Lab I | |
| SC 272 & SL 272 | Physics II and Physics Lab II | |
| One additional course from any of the categories listed above | | 3 |
| Total Hour | | 20 |

## English Minor

The minor in English shall consist of 18 credit hours (6 courses) of approved English course work beyond EH 123 (p. 190) Rhetoric and Composition I and EH 124 (p. 190) Rhetoric and Composition II. It is expected that students who excel in reading and writing skills may wish to pursue the English minor to show their communications potential to future employers. Others may wish to pursue the minor for pleasure and/or to improve their reading and writing skills as well as developing abilities in critical and creative thinking. Interested students should contact the Dean of the School of Science and Humanities by their sophomore year to plan their English course schedules, interests, and needs.

**General requirements**

| | | |
|---|---|---|
| EH 200 (p. 190) | Approaches to Literature | 3 |
| EH 411 (p. 190) | Seminar in Literature | 3 |
| Select two of the following upper-level literature courses: | | 6 |
| EH 233 (p. 190) | Introduction to the Novel | |
| EH 234 (p. 190) | American Literature I | |
| EH 235 (p. 190) | American Literature II | |
| EH 241 (p. 190) | British Literature I | |
| EH 251 (p. 190) | World Literature I | |
| EH 252 (p. 190) | World Literature II | |
| EH 299 (p. 190) | Topic/ | |
| Select two of the following upper-level writing courses | | 6 |
| CM 221 (p. 190) | Professional Communications | |
| CM 323 (p. 190) | Advanced Professional Communications | |
| EH 232 (p. 190) | Intro to Drama/Play Production | |
| EH 275 (p. 190) | Creative Writing Workshop | |
| EH 311 (p. 190) | Topics in Professional Communication | |
| EH 352 (p. 190) | Advanced Writing Internship | |
| Total Hour | | 18 |

Note: CM 100 (p. 190) Speech does not satisfy English Minor requirements.

## History Minor

Students may complete the requirements for the History Minor by declaring their interest in pursing this option and successfully completing 18 credit hours (6 courses) of approved course work. Economic Geography (BA 111 (p. 190)) is required.

| | | |
|---|---|---|
| BA 111 (p. 190) | Economic Geography | 3 |
| Select five of the following: | | 15 |
| HY 101 (p. 190) | History of Western Civilization | |
| HY 111 (p. 190) | United States History I | |
| HY 112 (p. 190) | United States History II | |
| HY 211 (p. 190) | American National Government | |
| HY 221 (p. 190) | United States Social History | |

| | | |
|---|---|---|
| HY 301 (p. 190) | The 20th Century | |
| HY 321 (p. 190) | United States Military History I | |
| HY 341 (p. 190) | International Relations | |
| HY 421 (p. 190) | Development of American Business in the 20th Century | |
| HY 499 (p. 190) | Topic/ | |
| Total Hour | | 18 |

Six (6) credits of transfer credit may be applied toward the History Minor

## Mathematics Minor

Students may complete the Mathematics minor by declaring their desire to pursue this option and by successfully completing 20 credit hours (6 courses) of approved course work to include MS 181 (p. 190) Calculus with Applications, MS 182 (p. 190) Calculus II and a minimum of 4 additional courses approved for the minor. A minimum of 3 courses must be completed at Husson University. Interested students should contact the Dean of the School of Science and Humanities for additional information.

| | | |
|---|---|---|
| MS 181 (p. 190) | Calculus with Applications | 4 |
| MS 182 (p. 190) | Calculus II | 4 |
| Select 4 of the following: | | 12 |
| MS 150 (p. 190) | History of Mathematics | |
| MS 221 (p. 190) | Number Theory | |
| MS 230 (p. 190) | Multivariable Calculus | |
| MS 241 (p. 190) | Linear Algebra with Applications | |
| MS 258 (p. 190) | Introduction to Differential Equations with Linear Algebra | |
| MS 450 (p. 190) | Modeling and Simulation | |
| Total Hour | | 20 |

## Natural Science Minor

The Natural Science Minor at Husson University is offered for students who are pursuing undergraduate professional programs of study but who also value the knowledge of science. For the student who is intellectually curious about how the world around them works, the Natural Science Minor provides her/him with an opportunity to explore biology, chemistry and physics without being intimidated. This minor is ideal for all students who choose to be educators.

| | | |
|---|---|---|
| SC 151 | Conceptual Physics * | 3 |
| SC 120 | Functional Anatomy and Physiology * | 3 |
| or SC 221 | Anatomy and Physiology I | |
| SC 180 | Principles of Gen Chemistry * | 3 |
| or SC 181 | Chemistry I | |
| Select three from the following sciences: | | 9 |
| SC 101 | Introduction to Nutrition | |
| SC 104 | Organismal Biology | |
| SC 141 | Environmental Science | |
| SC 233 | Pathophysiology | |
| SC 234 | Nutrition | |
| SC 240 | Ecology | |
| SC 241 | Microbiology | |
| SC 251 | Astronomy | |
| SC 271 | Physics I | |
| SC 272 | Physics II | |
| SC 291 | Cell Biology | |
| SC 330 | Exercise Physiology | |
| Total Hour | | 18 |

* To successfully complete a natural science minor, the student must pass the following classes with a “C” or better.

A student may transfer a maximum of six credits to be applied towards the Natural Science Minor.

## Psychology Minor

Students may earn a Psychology Minor by filing a Request for Minor form with the Registrar and successfully completing a minimum of 21 credit hours in the field of Psychology. Psychology students are required to take the 3 courses listed below and at least 4 psychology electives (three of which must be at or above the three hundred level). Students may not transfer in more than 9 credit hours toward their Psychology minor. Courses from disciplines other than psychology will not fulfill the requirements for the minor. The 2 practicum courses, PY 412 (p. 190) Social Service Field Placement and PY 491 (p. 190) Field Placement, as well as PY 442 (p. 190) Seminar in Psychology are excluded the Psychology minor.

| | | |
|---|---|---|
| PY 111 (p. 190) | General Psychology | 3 |
| PY 141 (p. 190) | Human Growth and Development | 3 |
| PY 242 (p. 190) | Research Methods | 3 |
| Psychology Elective | | 3 |
| Psychology Elective 300+ | | 9 |
| Total Hour | | 21 |

# The Division of Extended Learning

## Program Sites

Bangor Center
One College Circle
Bangor, ME 04401
207-941-7121

Presque Isle Center

33 Edgemont Drive
Presque Isle ME 04796

207-760-1176

Southern Maine
340 County Road
Westbrook, ME 04092-1901
207-775-6212

York County Community College

112 College Drive

Wells, ME 04090

207-775-6212

The Husson University Division of Extended Learning serves adult learners who, because of work schedules and geographic locations, wish to attend classes in the evening, Saturdays or on-line. A schedule of course offerings for each center is available prior to the beginning of each term. All sites offer a variety of two- and four-year majors from the Schools of Business, Education, and Science and Humanities; the exact programs available depend on the needs of the particular community. The Division recognizes that the adult learner brings real life experience, skills and knowledge to the classroom. Course instructors are dedicated to teaching, and most are active professionals in the fields in which they teach. A full-time Coordinator is available to students at each Center.

Students of Extended Learning programs are subject to the same policies and requirements as previously enumerated. The following specialized procedures apply only to Extended Learning students.

## Admission

All applicants should arrange to meet with the Center Coordinator where most courses will be taken. As part of the application process, a degree-seeking student must submit the following information:

- Official copy of high school transcript or GED certificate.
- Official copy of college transcript(s) for transfer credits (to be sent from previous college directly to the Center).
- Proof of immunity against measles, mumps, rubella, diphtheria, and tetanus.
- Completed application/registration form.
- Degree application fee of $25.00.

## Tuition

Please refer to the financial section for more specific information. Tuition is payable in full the first day of class. However, it is possible to arrange for monthly payments with interest charged on the unpaid balance each month. A student with a balance due from a previous term must clear that balance prior to registering for a new term.

Extended Learning students who seek to take one or more day division courses will be charged day division tuition rates for those courses.

## Financial Aid

Extended Learning students who carry at least six credit hours and are enrolled in a degree program are eligible to apply for need-based financial aid. Interested students should file the Free Application for Federal Student Aid. Please contact the Center Director or

Financial Aid Office for more information. It is important to complete financial aid paperwork early, before registration, as it affects billing procedures.

## Withdrawals and Course Add/Drop

Students may add or drop courses before the start of the term, or during the standard add/drop period (through the second week of class), and receive a full refund of tuition and fees. A special add/drop form must be filed with the Center before the start of the third week of class.

After the standard add/drop period, tuition and fees will not be adjusted for individual course withdrawals. A student who withdraws from the program must file an official form. Refund credits are computed from the date that the Center receives the form Prorated refunds are explained more fully in the catalog section entitled Financial Information. Nonattendance of classes does not constitute withdrawal.

For program withdrawals during the term, refund credits will be prorated on the balance of tuition, fees, and other charges. Check with the Center Coordinator for more information.

## Academic Policies and Procedures

All Extended Learning degree courses are consistent with those offered in the Day School programs of study. The usual term academic load is not less than three (3) credit hours or more than twelve (12) credit hours. Each degree candidate must complete a minimum of thirty (30) credit hours at a Husson Center or on the Bangor University; at least fifteen (15) credits must be completed within the student's major. Degree candidates must complete their final thirty (30) credit hours through Husson. If necessary, in order to graduate, a senior may take fifteen (15) credit hours the last term. Otherwise, students wishing to take more than twelve (12) credit hours per term must have the approval from the Dean responsible for Extended Learning programs.

# Academic Calendar

## 2014 – 2015

### Fall 2014

| Dates | Day of Week | Description |
|---|---|---|
| September 2 | Tuesday | CLASSES BEGIN |
| September 2 - 09 | Tuesday - Tuesday | Add/Drop Period |
| October 13 - 14 | Monday - Tuesday | Fall Break - No Classes |
| October 24 | Friday | Mid-Term |
| November 3 - 7 | Monday - Friday | Registration Advising |
| November 10 - 16 | Monday – Sunday | Student Online Registration |
| November 17 - 21 | Monday – Friday | Registration Advising |
| November 26 - 28 | Wednesday – Friday | Thanksgiving Break |
| December 15 | Monday | Last Day of Classes |
| December 16 - 19 | Tuesday - Friday | FINAL EXAMS |

### 2015 Winter Session

| Dates | Day of Week | Description |
|---|---|---|
| December 29 - January 16 | Monday - Friday | Winter Session Classes |
| (No classes January 1st) | | |

### Spring 2015

| Dates | Day of Week | Description |
|---|---|---|
| January 20 | Tuesday | CLASSES BEGIN |
| January 20 - 27 | Tuesday - Tuesday | Add/Drop Period |
| March 6 | Friday | Mid-Term |
| March 9 - 13 | Monday-Friday | Spring Vacation |
| March 23 - 27 | Monday - Friday | Registration Advising |
| March 30 - April 05 | Monday - Sunday | Student Online Registration |
| April 6 - 10 | Monday - Friday | Registration Advising |
| May 4 | Monday | Last Day of Classes |
| May 5 - 8 | Tuesday - Friday | FINAL EXAMS |
| May 10 | Saturday | COMMENCEMENT |

### Summer Session 2015

| Dates | Day of Week | Description |
|---|---|---|
| May 11 | Monday | Summer Sessions Begin |
| August 21 | Friday | Summer Sessions End |
| (No Classes on May 25th or the Week of June 29th) | | |

# Board of Trustees

**Carol C. Kanar**, Chair of the Board

Author & Educator

**Robert J. Ronan '79**, Vice Chair of the Board

Senior Vice President, Fidelity Investments

**Robert A. Clark**

President and CEO Husson University

**Thomas V. Barrows '66**

Shell Oil Company-Retired, Houston Texas

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**John P. Boucher '66**

Retired President & CEO, Stalee's Inc.

**Brock R. Bradford '10**

Regional Manager, Lafayette Hotels

**Susan A. Carlisle**

Civic Leader and Volunteer

**Daniel B. Coffey '72**

President & CEO, Acadia Hospital

**Brent Cross, '94, '01**

Executive Vice President, Cross Insurance Agency

**Adam Crowley**

Associate Professor, School of Science and Humanities, Husson University

Faculty Trustee

**Joseph H. Cyr**

President & Owner, Cyr Bus Line

**Edward O. Darling '64**

President & CEO, Indigo Lakes Consulting, Inc.

**Kris A. Doody '97**

CEO, Cary Medical Center

**Arthur D. Fuller '66 Hon '96**

Retired President, Bowater Inc., Newsprint

**Ross Y. Furman '72**

Gentleman Farmer

Resident & Founder, Unique Properties

**Phillip E. Harriman '77**

Founding Partner, Lebel & Harriman, LLP

**Kenneth A. Hews**

Retired Executive Vice President, Eastern Maine Health Care Systems

**Kelli L Theriault Hutchins**

Business Person

**Deborah Carey Johnson '87 Hon '10**

President & CEO, Eastern Maine Medical Center

**Jeremy M. Langley**

Student Trustee

**Hilda Hutchins McCollum Hon '08**

Civic Leader

**Saundra Pelletier**

CEO, Woman Care Global

**Ruth B. Purtilo**

Professor of Ethics, MGH Institue of Health

Professions, Boston, MA & Marsh

Presidential Professor, University of Vermont

**John M. Rohman '77**

Retired President & CEO, WRBC Architects-Engineers of Bangor

**W. Tom Sawyer, Jr.**

Entrepreneur/Philanthropist

**Irving Schneider '68**

Retired President, Providence Campus, Johnson & Wales University

**Thomas Tierney '71**

Chairman, President & CEO, Vermont Mutual Insurance Company

**Richard C. Trott, Jr. '65**

President Trott Forest Products

**Randal L. Wadleigh '87**

President, Governor's Restaurants

**Fred M. Wlodarski**

Associate Vice President, Morgan Stanley Investment

**TRUSTEE EMERITI**

Wilma A. Bradford '85

Barbara A. Cassidy

Richard E. Dyke '58. '76

Christopher Hutchins

George J. Lambert '66

Leo M. Loiselle '63

Clara L. Swan '33

Lloyd E. Willey

# Faculty

William B. "Read, Jr." 1966

B.S. American International College

M.A. University of Connecticut

Amanda Bourgoin 2006

B.A. St. Bonaventure University

M.B.A. Wayne State

Margaret Campbell 2012

B.A. University of Maine

J.D. University of Maine School of Law

Cristanna Cook 1991

B.S. University of Maine

M.S. University of Maine

Ph.D. University of Maine

Robert Duron 2005

B.B.A. Texas A and M University Commerce

M.S. University of Texas

Ph.D. Capella University

Richard Fabri 2012

B.S. Northeast University

M.S.Ed. University of Miami

Thomas Fitzpatrick 2012

B.A. Concordia University

American graduate School of International Business

D.B.A. Southern New Hampshire University

Nancy Forster-Holt 2011

B.S. Cornell University

M.B.A. University Of Maine

Ph.D. University of Maine

Marie E. Hansen 2003

B.A. University of Maine

J.D. University of Maine School of Law; working on doctoral dissertation at The Chicago School of Professional Psychology

Michael Knupp 2010

B.S. & B.A. University of Maine

M.S. Boston University

Karen Kydd 2002

B.S. Husson College

M.S. Husson College

Marilynne Jones Mann 2011

B.S. University of Maine - Presque Isle

M.S. University of Maine

Dewey Martin 1980

B.S. Bentley College

M.S. Bentley College

John Michaud 2008

Bachelor's degree St. Francis College (now U. New England)

M.A. Naval War College & M.A. U New England

Paul Morrow Sr. 2008

B.S. University of Maine

J.D. Franklin Pierce Law Center

Stephanie Shayne 2010

B.A. Colby College

M.B.A. Duke University

Lee Speronis 2008

B.S. Tampa University

J.D. Stetson University

Belinda Wee 2012

B.S. Purdue University

University of Minnesota

Ph.D. University of Minnesota

J. Douglas Wellington 2002

B.A. University of Pennsylvania

M.B.A. Wharton Graduate School & M.B.A. New York University & L.L.M. New York University

J.D. Rutgers

Alicia Wilcox 2011

B.S. National University of Ireland

M.S. University of Strathclyde & M.S. Husson University

working on doctoral degree at University of Strathclyde

Gerald Wright 2006

B.S. University of Cincinnati

working on doctoral dissertation at Capella University

Paula Tingley 2012

Ed.D. University of Maine

Jodie Fairbank 2013

B.S. Elizabeth City State University

M.A. American Military University

Michael Kamorski 2014

B.S. University of Massachusetts

M.S. US Army Command and General Staff College and University of Montana

Ed.D. Nova Southeastern University

Cheryl Adams 1998

B.S. Florida International University

M.H.S. University of Indianapolis

"Dr of Science - Physical Therapy - University of Maryland, Baltimore"

Travis Allen 2011

B.S. University of Maine Presque Isle

M.Ed. Univesity of Maine

working on doctoral dissertation at University of Maine

Cynthia Connelley 2007

B.S. Springfield College

M.S. University of North Carolina at Charlotte

Ed.D. Tennessee State University

Mikal Crawford 2009

BS Western Virginia University

M.S. Frostburg State College

Ed. D. University of Maine

Kimberly Davis 2003

B.S. University of New England

M.S.O.T. University of New Hampshire

O.T.D. Rocky Mountain University of Health Professions

Carolyn Dorfman 2012

B.A. University of Colorado

M.S. Colorado State University

Ph.D. Capella University

Deborah Drew 2007

B.S. undergraduate degree in history University of Maine

University of Maine master's degree M. Ed. Counselor Education

University of Maine doctoral degree Ed. D. Counselor Education

Laurie Eddy 2006

B.S.N. University of Maine

M.S.N. University of Maine

Cathleen Goebel 2011

B.S.N. University of Connecticut

M.S.N. Rush University

Suzanne Gordon 1995

"B.S. University of Missouri, Columbia"

M.A. University of North Carolina

Ed.D. University of Maine

Nancy Grover 1985

B.S.N. Hunter College

M.S.N. Yale University

Post Master's Certificate - Husson College

Valerie Herbert 2006

B.S.N. Troy State

M.S.N. St. Joseph's College

Christine Hubbard 2006

B.S. Tufts University

M.A. Tufts University

O.T.D. Rocky Mountain University of Health Professions

Mary Jude 2011

B.S. University of the State of New York Regents College

"MSN University of Maine, MPH Loma Linda University/ FNP-C, PA University of North Dakota"

Cavenaugh Kelly 2014

B.S. University of Southern Maine

M.S. Lewiston Auburn College

Kelly Mead 2008

B.S. University of Maine

M.Ed. University of Maine

Barbara Moody 2011

B.S. St. Michael's College

"M.Ed. University of Alaska, Anchorage"

Ph.D. student at University of Maine

Karen Morren 2000

B.S. Biology Albright College

M.P.T. - Hahnemann University

D.P.T. Simmons College

Laurie Mouradian 2010

B.S. Tuft's University

Sc.D. Boston University

Moira O'Neil 2012

"B.S.N. University of the District of Columbia, BA Castleton State College"

M.S.N. Yale University

Ph.D. Yale University

Margaret Olson 2010

B.S. Marquette University

M.Ed. University of Maine

Ph.D. University of Maine

Jeanne-Ann Ouellette 2011

B.S.N. University of Maine

M.S.N. University of Maine

Cynthia Peterson 2001

B.S. Husson University

M.S. Arizona State University

Valerie Sauda 2014

B.A. University of Southern Maine

M.S. University of Southern Maine

Arthur Schwarcz 1999

B.S. York University

M.A. Indiana State University

Ph.D. University of Iowa

Wayne Scott 2009

B.A. University of Delaware

M.P.T. University of Delaware

Doctor of Philosophy University of Delaware

Ben Sidaway 1996

B.Sc. Loughborough University of Technology

M.A. University of North Carolina - Chapel Hill & M.S.P.T. Husson College

Ph.D. Penn State University

Sondra Siegel 1998

B.A. University of California at Berkeley & B.S. Washington University

Ph.D. Emory University

Margaret Smith 2010

B.S. Towson University

M.A. University of Maine

O.T.D. Rocky Mountain University of Health Professions

Connie Sprague 2001

B.S.N. University of Maine

M.S.N. Boston University

Kimberly Steinbarger 2008

B.S. Daemen College

M.H.S. University of Indianapolis

Cathy Stucker 2014

B.S. Indiana University

D.Sc. Andrews University

Mary Tedesco-Schneck 2003

B.S. Rutgers College of Nursing

M.S. Seton Hall University

working towards Ed.D. University of Maine

Shelly Tennett 2008

B.S. University of Maine

M.Ed University of Maine

Chad Tiernan 2012

B.S. University of Michigan

M.S. University of Michigan

Ph.D. University of Michigan

Deborah Whittemore 2006

B.S. University of Bridgeport

M.S. Boston College

Sandip Wilson 2003

B.A. Pomona College

M.Ed. Cambridge College

Ed.D. University of Maine

John Yasenchak 2011

M.A. Fordham University

Ed. D. University of Maine Counselor Education

Larry Ayotte 2014

B.A.S. University of Maine Augusta

M.A. Savanna College of Art and Design

Kristopher Bridges 2014

B.S. New England School of Communications

Walter Clissen 2014

B.F.A. National Higher Institute for Theatre and Performing Arts Belgium

M.F.A. National Higher Institute for Theatre and Performing Arts Belgium

Richard Davis 2014

B.A. University of Maine

Brian Doser 2014

B.S. State University of New York College at Fredonia

Todd Eastman 2014

B.A. University of Maine

M.F.A. Savanah College of Art and Design

John Easton 2014

B.A. Kenyon College

M.B.A. Husson University

Eric Ferguson 2014

B.M. Berklee College of Music

M.M. California State University

Ed Goguen 2014

B.S. New England School of Communications

Wellington Gordon 2014

B.A. North Carolina Central University and B.S. Middle Tennessee State University

M.M. Western Carolina University

Laura Gurney 2014

B.A./B.S. University of Maine Orono

M.Ed. Univeristy of Orono and M.B.A. Husson University

Jeffrey Hope 2014

B.S. Emerson College

Doug Hoyt 2014

A.S. New England School of Communications

Thomas Johnston 2006

A.B. Middlebury College

J.D. Boston College Law School

Mark Kelley 2014

B.A. State University of New York

M.S. Syracuse University

Ph.D. Syracus University

Scott Loiselle 2014

B.M.-SRT University of Massachusetts

M.S. Indiana University Purdue University Indianapolis

Mark Nason 2014

B.S. New England School of Communications

J. Nancy Roberts 2014

B.A. Central Connecticut State University

M.B.A. Husson University

Josh Small 2014

B.S. New England School of Communications

Ken Stack 2014

B.A. Webster College

Scott Traylor 2014

B.S. Drexel University

Steven Vachon 2014

B.A. University of Maine

Rodney Verrill 2014

B.S. New England School of Communications

Frank Welch 2014

B.S. New England School of Communications

Brave Williams 2014

B.A. University of Maine

M.F.A. University of Alabama

Shuhua Bai 2009

"B.S. Shenyang Pharmaceutical University, Shenyang China"

"M.S. Shenyang Pharmaceutical University, Shenyang China"

"Ph.D. Shenyang Pharmaceutical University, Shenyang China"

Robert Baker 2012

B.S. Pharm Ferris State University

Pharm.D. University of Minnesota

Gwen Bartlett 2014

B.S. Oregon State University

Pharm.D. Oregon State University

Sandra Bartlett 2014

B.S. University of Kentucky

Pharm.D. University of Kansas & Ph.D. Oregon State University

Gregory Cameron 2012

B.S. Pharm Massachusetts College of Pharmacy

Anthony Casapao 2014

B.S. Midwestern University

Pharm.D. Wingate University School of Pharmacy

Conrad Dhing 2009

B.S. Northeast Louisiana Universtiy

Ph.D. The University of Louisiana at Monroe

Aaron Domina 2009

B.S. Worcester Polytechnic Institute

Ph.D. Dartmouth College

Alla Fabrikant 2014

Pharm.D. Duquesne University Mylan School of Pharmacy

Timothy Gladwell 2012

B.S. University of Maryland Eastern Shore

Pharm.D. Univeristy of Maryland

Betty Jean Harris 2011

B.S. Pharm Philadelphia College of Pharmacy and Science

Pharm.D. Nova Southeastern University

Derek Hoelz 2012

B.A. Kent State University

Ph.D. University of Maryland

Eric Jarvi 2008

B.S. Southern Illinois University

M.F.S. George Washington University

Ph.D. Oregon State University

Drew Lambert 2013

Pharm.D. University of Buffalo

Rodney Larson 2007

B.S. Pharm Ferris State University

Ph.D. University of Minnesota

William Lindblad 2008

B.S. University of Maine

M.S. Cleveland State University

Ph.D. University of Rhode Island

Sarah Martin 2013

Ph.D. University of South Carolina

Frank McGrady 2012

B.S. University of Rhode Island

Dan Moellentin 2011

B.S. University of Missouri

Pharm.D. University of Arkansas

Ying-Tang Ng 2014

Pharm.D. Wingate University School of Pharmacy

Stephanie Nichols 2013

Pharm.D. University of Buffalo

Roger Phipps 2009

"B..A Oxford University, UK"

"Ph.D. London University, UK"

Brian Piper 2012

B.S. Northern Michigan University

M.S. Northern Michigan University

Ph.D. University of Massachusetts

Ronald Reed 2010

B.S. Pharm University of Cincinnati

Pharm.D. University of Cincinnati

Michael Remkus 2012

Pharm.D. Creighton University

Dan Robinson 2010

B.S. Pharm. University of Georgia

Pharm.D. University of Cincinnati

Cassandra White 2013

Pharm.D. Albany College of Pharmacy and Health Sciences

Evan Williams 2012

Pharm.D. University Of Arizona

Tianzhi Yang 2009

"B.S. Shenyang Pharmaceutical University, Shenyang China"

"M.S. Shenyang Pharmaceutical University, Shenyang China"

Ph.D. Peking University

Tao Zhang 2014

"B.S. Zheijiang University, China"

Ph.D. University of Michigan

David "Haus, Jr." 2012

B.A. Pennsylvania State University

M.A. Bowling Green State University

Ph.D. Bowling Green State University

Therese Anderson 2010

B.S. University of Maine

M.S. University of Maine

Jonathan Bayless 2008

B.A. Clemson Univeristy

Ph.D. Dartmouth College

Karl Bishop 2008

B.A. Western State College

Ph.D. Syracuse University

Robert Brooks 2009

B.S. University of Idaho

M.S. University of Wisconsin

Doctor of Philosophy Washington State University

Maria Cahill 2014

B.A. University of Washington

M.A. Southern University

Ph.D. University of Wisconsion

Adam Crowley 2008

"B.A. University of Maine, Orono"

"M. A. University of Maine, Orono"

working towards Ph.D. University of New Brunswick

Steven Egland 1987

B.A. Wheaton College

M.S. University of North Dakota

Stephanie Gross 2044

B.A. University of Oklahoma

M.A. University of Oklahoma

Ph.D. University of Oklahoma

Clifton Guthrie 2007

B.S. Duke University

M.Div. with Honors from Candler School of Theology from Emory University

Ph.D. Emory University

Irene Haskins 2007

B.S. Eastern New Mexico University

M.S. University of Colorado

Lauren Holleb 2013

"B.A. Miami University, Oxford, Ohio"

M.A. University of Maine

Ph.D. University of Maine

Christopher Howard 2010

B.S. Georgia Southwestern State University

M.S. Augusta State University

Ph.D. Auburn University

Deborah Jackson 2014

B.A. University of Southern Maine

M.S. University of Maine

Ph.D. University of Maine

Nicholas Jenkins 2010

B.F.A. San Francisco Art Institute

M.A. St. John's College

Kenneth Johnson 2007

B.S. Ferrum College in Virginia

M.S. University of Maine

Heidar Kashkooli 2000

B.S. University of Maine

M.S. University of Maine

Ph.D. University of Maine

Paul Kinlaw 2010

B.S. Brown University

M.A. Dartmouth College

Ph.D. Dartmouth College

Sharon Kobritz 2007

Bachelor's Degree in Management from Boston University

M.A. University of Maine

Scott Lambert 2013

B.S. University of Maine Farmington

M.A. State University of New York

Ph.D. University of Montana

Kenneth Lane 1999

B.S. University of Maine

M.S. Idaho State University

D.A. Idaho State University

Yanyan Li 2014

"B.S. Nanjing Normal University, China"

Ph.D. Ohio State University

Jennifer Long 2007

B.S. University of California at Davis

M.S. Southeastern Louisiana University

Ph.D. University of Maine

Lisa Mazzarelli 2007

B.S. Metropolitan State College of Denver

M.S. Western Carolina University

Jonathan Moyer 2009

B.S. University of Maine

"M.S. University of Maine, Orono"

Erin Owen 2008

B.S. Wellesley College

"Master's degree Scripps Institution of Oceanography in San Diego, California"

Ph.D. University of Maine.

Bixel Patricia 2014

B.A. Rice University

M.A. Duke University

Ph.D. Rice University

Matthew Pifer 2006

B.A. Alma College

Master's degree University of Oklahoma

Ph.D. University of Oklahoma

Marielle Postava-Davignon 2012

B.S. State University of New York College at Fredonia

Ph.D. Northeastern University

David Prescott 2011

B.A. Bowdoin College

M.A. University of Nebraska

Ph.D. University of Nebraska

Crystal Sands 2009

B.A. Texas Women's University

M.A. Texas Women's University

Ph.D. Texas Women's University

Christine Selby 2007

B.A. Carthage College

M.S. Springfield College

Ph.D. University of North Texas

Marek Sitarski 2000

B.S. University of Lodz

M.S. University of Lodz

Ph.D. Polish Academy of Sciences

Kathi Smith 2014

B.F.A. University of Southern Maine

M.F.A. University of New Hampshire

Rachelle Smith 2009

B.A. University of Maine

Ph.D. University of Maine

Clinton Spaulding 2010

B.A. University of Maine

M.A. University of Maine

Thomas Stone 2009

B.S. United States Navel Academy

M.S. University of Wisconsin

Ph.D. University of Maine

Roberta Trefts 2014

B.S. Grand Valley State University

"M.S. Swinburn University of Technology, Australia"

Gail Tudor 2005

B.A. University of Minnesota

M.S. University of Minnesota

Ph.D. University of North Carolina

Julia Upton 2010

B.A. University of Alabama

M.A. University of Alabama

Ph.D. University of Alabama

Tricia Vankirk 2008

B.S. Zoology - UMO

M.S. University of Maine

Enrolled Ph.D. University of Maine

Gregory Winston 2001

B.A. Colgate University

M.A. University of Delaware

Ph.D. University of Delaware

Donald Withers 2008

B.S. Syracuse University

Ph.D. University of California Berkeley

# Course Descriptions

## AC (AC)

### Courses

**AC 120. Introduction to Accounting. 3 Hours.**
This course is for nonaccounting majors and introduces the student to accounting principles and concepts. Emphasis will be placed on completion of the accounting cycle, cash control, and payroll accounting.

**AC 121. Principles of Accounting I. 3 Hours.**
This introductory course covers fundamental principles and procedures of accounting. It is designed to meet the needs of business students as well as the accounting major. Emphasis is on developing the technical procedures of the accounting cycle including journalizing, posting, recording adjusting entries, understanding merchandising accounting, and preparing financial statements. Students are also introduced to cash control and financial statement analysis.

**AC 122. Principles of Accounting II. 3 Hours.**
A continuation of the study of basic accounting principles and procedures, the course includes receivables and payables, fixed assets, intangibles, natural resources, inventory methods, payroll accounting, and special journals and subsidiary ledgers. Students are also introduced to the partnership and corporate form of organization. Projects are incorporated into the assignments. Prerequisite(s): AC 121.

**AC 201. Intermediate Accounting I. 3 Hours.**
The first accounting course at the professional level for the accounting major, this course begins with a comprehensive review of basic accounting principles and financial statement preparation. The course provides an intensive study of the concepts of future and present value, current assets and current liabilities, the various methods of inventory accounting and costing, plant assets and intangible assets. Prerequisite(s): AC 122.

**AC 202. Intermediate Accounting II. 3 Hours.**
This course continues the in-depth study of accounting topics in financial accounting, including accounting for income taxes, long-term investments, and long-term liabilities. An intensive study is made of the statement of cash flows and accounting for all phases of corporations including formation, retained earnings, dividends, convertible securities, and earnings per share. Prerequisite(s): AC 201.

**AC 211. Managerial Accounting. 3 Hours.**
Managerial accounting involves the use of accounting information to make business decisions. Topics covered include cost concepts, cost-volume-profit relationships, capital budgeting, master budgets, cost variances and present value analysis, as well as financial statement analysis. Prerequisite(s): AC 121.

**AC 251. Accounting Internship. 3 Hours.**
In this experiential course, the student serves as an intern in an accounting related position at a business or non-profit organization. This placement may be in the public or private sector and is governed by an agreement signed by the student, the professional organization supervisor, and the internship director. The experience may be multidisciplinary, but should have a strong accounting element. Students are expected to be sufficiently motivated to seek out their own placement site with some guidance from the internship director.

**AC 252. Accounting Internship II. 3 Hours.**
In this experiential course, the student serves as an intern in an accounting related position at a business or non-profit organization. This placement may be in the public or private sector and is governed by an agreement signed by the student, the professional organization supervisor, and the internship director. The experience may be multidisciplinary, but should have a strong accounting element. Students are expected to be sufficiently motivated to seek out their own placement site with some guidance from the internship director.

**AC 253. Accounting Internship III. 3 Hours.**
In this experiential course, the student serves as an intern in an accounting related position at a business or non-profit organization. This placement may be in the public or private sector and is governed by an agreement signed by the student, the professional organization supervisor, and the internship director. The experience may be multidisciplinary, but should have a strong accounting element. Students are expected to be sufficiently motivated to seek out their own placement site with some guidance from the internship director.

**AC 254. Accounting Internship IV. 3 Hours.**
In this experiential course, the student serves as an intern in an accounting related position at a business or non-profit organization. This placement may be in the public or private sector and is governed by an agreement signed by the student, the professional organization supervisor, and the internship director. The experience may be multidisciplinary, but should have a strong accounting element. Students are expected to be sufficiently motivated to seek out their own placement site with some guidance from the internship director.

**AC 255. Accounting Internship V. 3 Hours.**
In this experiential course, the student serves as an intern in an accounting related position at a business or non-profit organization. This placement may be in the public or private sector and is governed by an agreement signed by the student, the professional organization supervisor, and the internship director. The experience may be multidisciplinary, but should have a strong accounting element. Students are expected to be sufficiently motivated to seek out their own placement site with some guidance from the internship director.

**AC 256. Accounting Internship VI. 3 Hours.**
In this experiential course, the student serves as an intern in an accounting related position at a business or non-profit organization. This placement may be in the public or private sector and is governed by an agreement signed by the student, the professional organization supervisor, and the internship director. The experience may be multidisciplinary, but should have a strong accounting element. Students are expected to be sufficiently motivated to seek out their own placement site with some guidance from the internship director.

**AC 301. Advanced Accounting I. 3 Hours.**
Advanced Accounting I deals with advanced and specialized topics in financial accounting. An in-depth study is made of accounting for pensions and leases and of accounting for partnerships, including formation and operation, dissolution, and liquidation. The course also provides an introduction to such specialized topics as foreign operations, governmental and fund accounting, accounting changes, and error correction. Prerequisite(s): AC 202.

**AC 302. Advanced Accounting II. 3 Hours.**
Advanced Accounting II concentrates on an in-depth study of business combinations and the equity method of accounting for a subsidiary on the parent's unconsolidated statements. Accounting for business combinations by the purchase method is covered and the preparation of consolidated statements is emphasized with a thorough treatment of eliminations of intercompany transactions. Currently developing advanced topics are also covered as time permits. Prerequisite(s): AC 202.

**AC 331. Cost Accounting. 3 Hours.**
Topics covered include basic cost control concepts, manufacturing statements, accounting for material inventory, factory overhead costs, job order costing, process costing, activity based costing, and process costing. Students are also introduced to cost estimation methods and cost-volume-profit analysis. With assigned projects, budgeting and variances are studied, along with decision-making models. Prerequisite(s): AC 122.

**AC 371. Accounting Information Systems. 3 Hours.**
This course explores information systems that provide accounting and other information to make effective and efficient decisions. Emphasis is given to the interatction between the systems analyst, the financial accountant, the internal auditor, the external auditor, and other decision-makers. Overall data flow in systems is studied with an emphasis on flow and logic concepts and designing appropriate internal controls for these systems. Prerequisite(s): AC 122 and MI 111.

**AC 441. Federal Taxation I. 3 Hours.**
The student is introduced to the basic theory of taxation, particularly as it deals with the individual. Among the topics examined are the computation of gross income, gains and losses, sales and exchanges of property, and various business and personal deductions. Prerequisite(s): AC 122.

**AC 442. Federal Taxation II. 3 Hours.**
The taxation of corporations, partnerships, and estates and trusts is examined in-depth, along with other selected topics related to taxation of the business entity. Also covered are estate and gift transfer taxes with time devoted to family tax planning, international taxation, and the taxation of exempt organizations. Prerequisite(s): AC 122.

**AC 461. Auditing Concepts and Methods. 3 Hours.**
The responsibilities of the auditor are examined in-depth in respect to the client, the firm and the public. The course includes a study of ethics, auditing standards and development techniques of the audit program, and the auditor's report. An extensive case study is also required. Prerequisite(s): AC 202.

**AC 471. Accounting for Nonprofit Organizations. 3 Hours.**
This course consists of the study of fund accounting and the financial statements of state and local governments, hospitals, universities and other nonprofit entities. General financial principles and fund accounting principles are compared. Specific topics covered include budgets for operations, capital improvements, general funds, revenue funds, debt service funds, trust and agency funds, and proprietary funds. Prerequisite(s): AC 202.

**AC 483. Financial Acctg & Reporting Adv Problems. 3 Hours.**
This course covers current official pronouncements and procedures accepted by the AICPA and the FASB. Comprehensive in depth and inter-area problems are explored and solved; topics include accounting theory, pensions, leases, inventories, current assets and current liabilities, fixed assets, deferred taxes, stockholders' equity, foreign currency transactions and translations, investments, and partnerships. Prerequisite(s): AC 301 and AC 302 and AC 331 and AC 441 and AC 442 and College Level=Senior.

**AC 484. Acctg & Reprtg & Consolidation Adv Problems. 3 Hours.**
This course covers current official pronouncements and current procedures accepted by the AICPA, the IRS, the FASB, the GASB and the Cost Accounting Standards Board. Comprehensive in depth and inter-area problems are explored and solved. Topics include: consolidations, cost accounting, accounting for governmental and nonprofit organizations, and individual and corporate taxes. Prerequisite(s): AC 301 and AC 302 and AC 331 and AC 441 and AC 442 and College Level=Senior.

**AC 490. Senior Seminar. 3 Hours.**
This senior seminar capstone course integrates the key job functions of planning, organizing and directing, controlling and decision making at the management level. Also included as critical elements in a position at this level are budgeting, cost reduction, and human resource management. Prerequisite(s): College Level=Senior.

**AC 499. Accounting Seminar. 3 Hours.**
The instructor and the student develop the subject matter of this course. The material covered consists of current issues and developments and must be relevant to the accounting field.

# BA (BA)

## Courses

**BA 101. Introduction to Business. 3 Hours.**
This course introduces students to the general nature of functional areas in business such as marketing, management, accounting, finance, research and development, and risk management. The relationship between business, the government, the economy, and the environment is examined.

**BA 111. Economic Geography. 3 Hours.**
This course is an introduction to the principles of economic geography, ranging from physical and biological geography to cultural and political factors. The decision making processes, both local and global, for different types of service oriented, manufacturing, transportation, and resource based businesses will be examined. The relationship of natural resources, population, and culture, and how such factors affect economic activity will be emphasized.

**BA 201. Business Law I. 3 Hours.**
This course provides students with a basic knowledge of the law of contracts, personal property and real property.

**BA 202. Business Law II. 3 Hours.**
This course is intended to augment BA 201 with in depth analysis of the law in Contracts, UCC, Corporations, Principal Agency Law, Advanced Tort Law, Environmental Law, Real Property Law, Securities Law and Employment Law.

**BA 204. Franchise Formation and Management. 3 Hours.**
This class will discuss franchise formation and management with particular emphasis on the discovery and evaluation of the franchisor and the feasibility of entrepreneurs converting an existing business into a franchise chain or creating and selling new franchises, domestic and international. Franchise accounting and finance (borrowing or leveraging) will be covered, as well as, taking the franchise to the stock market or going public (IPO) and raising investment capital. Prerequisite(s): BA 401.

**BA 205. Real Estate Law. 3 Hours.**
This course presents a systematic study of the basic principles of real property law through explanation, discussion and problem-solving techniques. The course provides a decision-oriented approach to legal concepts, featuring student completion of a complete abstract of title at the Penobscot County Registry of Deeds; real estate forms; and comprehension of relevant Maine statutes.

**BA 210. Economics Overview for Non-Business Majors. 3 Hours.**
This is an overview of microeconomic and macroeconomic concepts for non-business majors. It will include an introduction to American capitalism including the mechanics of supply and demand, elasticity, consumer demand, and price and output determination of competitive firms. It will also be an introduction to national income accounts, unemployment, inflation, government fiscal policy and monetary policy.

**BA 211. Microeconomics. 3 Hours.**
This is an introduction to American capitalism and microeconomic concepts including the mechanics of supply and demand, elasticity, consumer demand, and price and output determination of purely and impurely competitive firms.

**BA 212. Macroeconomics. 3 Hours.**
This is an introduction to macroeconomics in the American economy: national income accounts, unemployment, inflation, government fiscal policy, monetary policy and economic growth.

**BA 220. Real Estate Principles and Practices. 3 Hours.**
This course will provide students with methods of analyzing acquisition and retention of Real Estate. Also, there will be a focus on the skills and techniques required to operate a real estate business, including trust accounts, risk management, and property management.

**BA 224. Public Relations. 3 Hours.**
This course is designed to introduce students to concepts and fundamental principles of public relations. Public Relations focus on the practical application of these concepts and principles through class presentation. This course is designed around the various ways an organization communicates with its publics, the types of communication used, the creating of and various strategies available to effectively communicate organizational messages. Prerequisite(s): EH 123 and EH 124.

**BA 243. The Business of Innovation. 3 Hours.**
This is a cross-disciplinary class that will introduce students to the Lean Startup Scientific Method for developing and commercializing ideas for new ventures or else innovating and developing new products or business models within existing companies. Topics include marketplace innovations, technology and science based innovations, marketplace hypothesis development and testing, frugal and agile engineering, business models, intellectual property, prototyping, exit strategies, and fundraising. Lab component is integrated within module deliverables.

**BA 271. Risk Management. 3 Hours.**
A study is made of the risks encountered by individuals and business firms. A presentation is made of the basic principles and institutions, which have been developed in risk management. This material is treated primarily from the consumer point of view.

**BA 299. Topic/. 1 Hour.**
This is a course of variable content. Faculty and students prepare a special topic of timely interest in the business area. This course may consist of seminars, lectures, individualized instruction and/or research related to a specific area of specialization.

**BA 302. Business Ethics. 3 Hours.**
This course is designed to raise a moral consciousness and sensitivity within the various disciplines of the business curriculum. The disciplines focused on here are business, accounting, marketing, multinational corporations, and those areas of human resource management inclusive of diversity in the workplace within the context of environmental and social responsibility.

**BA 306. Franchise Law. 3 Hours.**
This is a law class that analyzes all the issues of Franchise Law with a particular emphasis on Contracts, Principal/Agent Franchise Relations, Corporate Formation of Franchises, and Securities Law. Prerequisite(s): BA 201 and BA 202.

**BA 310. Organization and Management. 3 Hours.**
This course focuses on how to design organization systems and effectively manage them. Students completing the course should understand the universal process of management and key terminology in the language of management. Students are encouraged conceptually to blend contributions from the various schools of management thought into an integrated perspective of what managers do and why.

**BA 311. Human Resource Management. 3 Hours.**
This course addresses traditional personnel administration issues. Emphasis in the course is on how to manage the major human resource administration functions of job design, reward system design, staffing, training and performance control, to achieve maximum employee performance and satisfaction. Prerequisite(s): BA 310 or ( Major=BS Criminal Justice or Major=AS Criminal Justice or Major=AS Paralegal or Major=BS Paralegal or Major=BS English - Prelaw).

**BA 321. Marketing Principles. 3 Hours.**
The components of the marketing structure are covered, together with the development of the modern concepts of marketing. Among the topics included are: the legal environment, channels of distribution, segmentation, the international market, consumer behavior, retailing and advertising.

**BA 334. International Economics. 3 Hours.**
This applied economics course will emphasize the use of cases to study topics such as comparative advantage, treaties, tariffs, non-tariff trade barriers, and trade blocks among developed and developing nations. Prerequisite(s): BA 211 and BA 212.

**BA 344. Personal Financial Planning. 3 Hours.**
This course provides comprehensive coverage of personal financial planning in the areas of money management, axes, consumer credit, housing and other consumer decisions, legal protection, insurance, retirement planning, and estate planning. Prerequisite(s): MS 141 or MS 111 or MS 242.

**BA 351. Internship. 3 Hours.**
In this experiential course, the student serves as an intern with a business or non-profit organization. This placement may be in the public or private sector and is governed by an agreement signed by the student, the professional organization supervisor, and the internship director. The experience may be multidisciplinary, but should have a strong business element. Students are expected to be sufficiently motivated to seek out their own placement site with some guidance from the internship director.

**BA 352. Internship II. 3 Hours.**
In this experiential course, the student serves as an intern with a business or non-profit organization. This placement may be in the public or private sector and is governed by an agreement signed by the student, the professional organization supervisor, and the internship director. The experience may be multidisciplinary, but should have a strong business element. Students are expected to be sufficiently motivated to seek out their own placement site with some guidance from the internship director.

**BA 353. Internship III. 3 Hours.**
In this experiential course, the student serves as an intern with a business or non-profit organization. This placement may be in the public or private sector and is governed by an agreement signed by the student, the professional organization supervisor, and the internship director. The experience may be multidisciplinary, but should have a strong business element. Students are expected to be sufficiently motivated to seek out their own placement site with some guidance from the internship director.

**BA 354. Internship IV. 3 Hours.**
In this experiential course, the student serves as an intern with a business or non-profit organization. This placement may be in the public or private sector and is governed by an agreement signed by the student, the professional organization supervisor, and the internship director. The experience may be multidisciplinary, but should have a strong business element. Students are expected to be sufficiently motivated to seek out their own placement site with some guidance from the internship director.

**BA 355. Internship V. 3 Hours.**
In this experiential course, the student serves as an intern with a business or non-profit organization. This placement may be in the public or private sector and is governed by an agreement signed by the student, the professional organization supervisor, and the internship director. The experience may be multidisciplinary, but should have a strong business element. Students are expected to be sufficiently motivated to seek out their own placement site with some guidance from the internship director. Prerequisite(s): BA 351 and BA 352 and BA 353 and BA 354.

**BA 362. Financial Management I. 3 Hours.**
The foundation finance course covers basic personal and corporate financial management issues. Topics include personal financial planning, financial statements, financial ratio analysis, capital budgeting, financial forecasting, and cash inventory and receivables management. Students are expected to become proficient in financial analysis of a corporation and in various aspects of corporate financial management. Prerequisite(s): AC 121 and (AC 122 or AC 211) and BA 211 and (MS 141 or MS 111 or MS 242).

**BA 364. Financial Management II. 3 Hours.**
The course is a continuation of Financial Management I and will cover such topics as real options, sensitivity, scenario and break-even analysis, basic issues regarding stocks and bonds, risk/return and cost of capital, capital structure and limits to the use of debt. Prerequisite(s): BA 362.

**BA 375. Supply Chain Management. 3 Hours.**
This course provides the basic concepts of logistics and supply chain management. The student will study logistical problems and appropriate strategie to solve these problems in the major areas of transportation, inventory, location, logistics control and global logistics planning. This course will represent the basic marketing areas: distribution, product, price and promotion.

**BA 401. Managerial Economics. 3 Hours.**
This course is designed to close the gap between economic theory and business application. It reviews traditional analysis and shows its application to the understanding and solution of economic problems of the firm and industry. Prerequisite(s): BA 211 and BA 212.

**BA 411. Organizational Behavior. 3 Hours.**
This course is highly experiential in its approach to helping students understand and appreciate why people behave the way they do in an organizational context. Students learn how to manage employee behavior by analysis of real world phenomena and by application of principles in the areas of human perception and communication, leadership and motivation, small group dynamics, organizational culture, and organizational change. Prerequisite(s): BA 310.

**BA 413. Operations Management. 3 Hours.**
Quantitative model building and manipulation are a means of analyzing and synthesizing the elements of productions management. Both deterministic and stochastic modeling are emphasized in the areas of work systems design, queuing, PERT, SQC, inventory control, forecasting, and linear and nonlinear programming. Prerequisite(s): BA 310 and MS 132.

**BA 414. Business Strategy. 3 Hours.**
This Business Administration senior seminar focuses on decision making at the executive management level, the formulation of strategy, and its implementation in the organization. The course will employ case studies, laboratory simulation techniques, and computer spreadsheet analysis. Prerequisite(s): College Level=Senior.

**BA 421. Advertising. 3 Hours.**
An introduction to the field of advertising: Students plan campaigns, write copy and design layouts for the print and electronic media, and summarize their knowledge by submitting a complete advertising plan at the end of the semester. Prerequisite(s): BA 321.

**BA 422. Sales and Sales Management. 3 Hours.**
This course provides students with the fundamentals of good salesmanship and sales management. Prior to studying management principles students practice sales techniques in simulations. Cases are used to illustrate and evaluate principles of sales management. Prerequisite(s): BA 321.

**BA 423. Retail Management. 3 Hours.**
The purpose of this course is to provide students with an understanding of the fundamentals of successful retail operations. Topics included are the market concept in retailing, factors of area and market analysis, and aspects of organizational structure, layout, and personnel planning. Also covered are methods of pricing, merchandising planning, inventory, expense control and sales promotion techniques. Prerequisite(s): BA 321.

**BA 424. Marketing Research. 3 Hours.**
The basic research concepts and practices as applied to the analysis of marketing problems are examined. Topics include sources of data, collecting data, sampling, questionnaire construction, tabulating data, and report preparation; computerized statistical software is used. Prerequisite(s): BA 321 and MS 132.

**BA 425. Marketing Management. 3 Hours.**
This is the capstone course for marketing majors. Students apply concepts learned in other courses to marketing problems of business and nonprofit organizations. Cases and business simulations are used to teach decision-making in the complex environment of business. A complete marketing plan for a simulated company of the student's choice summarizes the student's knowledge of the field. Prerequisite(s): BA 321.

**BA 426. Real Estate Market, Research and Analysis. 3 Hours.**
This course will discuss market research, real estate sales, property valuations and analysis. Students will examine market research reports to gain insight into product and market trends, opportunities, projections, and growth in the Maine, the US and global real estate markets. Prerequisite(s): BA 401 and MS 132 and (BA 205 or PL 201).

**BA 427. Franchise Market Research and Analysis. 3 Hours.**
This class will focus on analysis of market demographics, feasibility studies, product pricing, promotion and distribution, franchise broker contacts, extrapolation of sales and expenses, and the projection of costs and net profits, emerging markets and capital expansion. Prerequisite(s): BA 401 and MS 132 and MS 232 and BA 362.

**BA 434. International Finance. 3 Hours.**
The factors affecting exchange rates are discussed, as well as different types of exchange rate systems and how governments attempt to influence exchange rates. The relationships among interest rate parity, purchasing power parity, the Fisher effect and International Fisher effect and exchange rates are analyzed. Students learn how currency futures, currency options and money market hedges are used to hedge exchange rate risk. Prerequisite(s): BA 362.

**BA 437. International Marketing. 3 Hours.**
The basics of international marketing will be taught including the foundations of culture, cultural understanding, business customs and practices in global marketing, assessing global markets, and developing international marketing strategy. Prerequisite(s): BA 321.

**BA 438. Export-Import Procedures. 3 Hours.**
The basics of export-import procedures will be taught including justification for exporting/importing, market planning methods, selection of appropriate marketing mix variables, and regulation. Prerequisite(s): BA 321.

**BA 439. International Franchising Management. 3 Hours.**
This course will focus on international expansion of franchises, learning the culture, monetary exchanges, imports and exports, local international market analysis and much more. Prerequisite(s): BA 204 and BA 306 and BA 427.

**BA 440. Small Business Management I. 3 Hours.**
This course supplies prospective and current small business managers with the essential concepts of starting and operating small businesses. Topics covered include: environment and management of small business enterprise, problems in starting small businesses, financial and administrative control, and management of business operations. Particular emphasis is placed on the interrelated nature of the components, particularly as they affect the financial picture of the firm. Through a lecture and discussion format, students are expected to share their own experiences in small businesses with their fellow students. Prerequisite(s): College Level=Senior or College Level=Junior.

**BA 441. Entrepreneurship I- New Venture Development. 3 Hours.**
Students will be introduced to the practical application of classic and contemporary business theory as it applies to the early stages of entrepreneurship and intrapreneurship, opportunity recognition, innovation, and new venture development. Course topics include types of entrepreneurs, opportunity recognition, marketing, cash and other resource requirements, financial statements, planning, franchising, intellectual property, success/failure/resilience, and growth. Class will use text, cases, articles, internet sources, and guest lecturers. Prerequisite(s): College Level=Senior or College Level=Junior.

**BA 442. Small Business Management II. 3 Hours.**
This is an advanced course which focuses on real problems in Small Business Management, using the case approach. Cases are drawn from the text, from actual local small businesses, and from the practical experience of students in the class. Prerequisite(s): BA 440.

**BA 443. Entrepreneurship II: New Venture Management. 3 Hours.**
This class builds on BA 441, New Venture Development. The focus of this class is on the early stages of formalizing and growing a venture. Topics include business plan writing, fund raising and cash flow, measuring and conveying financial position, core strategy development and competitive advantage, sustainability, international entrepreneurship, supply chain, growth, and exit. Prerequisite(s): BA 101 and AC 121 and AC 122 and BA 441.

**BA 460. Investments. 3 Hours.**
Beginning with an introduction to financial markets and investment instruments, topics include stock and bond quotations and trading procedures, rate of return, margin trading, stock indexes, stock and bond valuation, risk and return, portfolio theory, active and passive portfolio management, and investment performance evaluation. Prerequisite(s): BA 362.

**BA 464. Bank & Financial Services Management. 3 Hours.**
This course will introduce students to the specific issues in the financial management of a banking firm and, to a smaller degree, of other financial intermediaries. Emphasis will be on products, roles, regulatory framework, and risk management. Prerequisite(s): BA 362.

**BA 471. Life and Health Insurance. 3 Hours.**
This course is intended to provide background knowledge for personal application and for those responsible for administering benefit plans for employees; it provides the necessary information required to pass the State of Maine license examination. Prerequisite(s): BA 271.

**BA 472. Casualty and Property Insurance. 3 Hours.**
The first part of the course introduces the basics of the entire insurance business, including a summary of legal aspects, types of insurers and principles of reinsurance; next, each type of insurance is studied in detail. Topics covered are fire, consequential loss, inland marine, ocean marine, theft and surety, liability and miscellaneous property insurance. Prerequisite(s): BA 271.

**BA 473. Real Estate Appraisal. 3 Hours.**
This course familiarizes the student with the foundation and principles of the appraisal process. The student will become familiar with the three approaches to value. Site valuation, construction costs, depreciation; comparables selection and adjustments; rental multipliers; and reconciliation will be discussed. The student will focus on the elements making up the standards for professional appraisal practice. These elements, i.e., Definitions, Rules, Standards and Standard Rules, Statements and advisory opinions are discussed in detail along with the philosophy and history of USPAP. Prerequisite(s): BA 401 and MS 132 and BA 362.

**BA 475. E-Business and E-Commerce for Managers. 3 Hours.**
This course teaches the basic e-business and e-commerce theory. The students will apply the theory through the development of a website for the prime purpose of marketing a product or service or idea online.

**BA 490. International Business. 3 Hours.**
This course covers the international dimensions of managerial decision-making including: world economies, international trade theories, tariffs, quotas and other trade issues, global strategic planning, cross-cultural management, international market entry, international human resource management, international organization strategy, international logistics, import/export operations, currency exchange, international financial management. Current developments in global economic and business are emphasized; students participate in a computerized simulation throughout the semester. Prerequisite(s): BA 310 and BA 321.

**BA 495. Senior Management Project. 3 Hours.**
An experiential course that gives seniors the opportunity to apply what they have learned in class to a real business situation. Prerequisite(s): College Level=Senior.

**BA 498. Business Seminar. 3 Hours.**
This honors course requires the study of various business problems under the supervision of members of the Department of Business Administration. A paper is required. An oral examination is scheduled as the final examination in the course. Prerequisite(s): College Level=Senior.

**BA 499. Topic/. 1-3 Hour.**
This is a course of variable content. Faculty and students prepare a special topic of timely interest in the business area. This course may consist of seminars, lectures, individualized instruction and/or research related to a specific area of specialization.

**BA 600. Research Methods in Business and Education. 3 Hours.**
This course is designed for beginning graduate students who have little or no formal preparation in those areas of research and problem-solving essential for a comprehensive study of business and education at the graduate level. Emphasis is placed on the identification of common problem types and the selection and use of appropriate methods of analysis (primarily statistical in nature).

**BA 601. Managerial Economics. 3 Hours.**
This course begins with a comprehensive overview of micro- and macroeconomic concepts with the aim of developing within students a picture of how business and nonprofit organizations relate to the economy as a whole. The course then focuses on practical applications of economic analysis to problems of concern to managers. Case studies and projects are used to demonstrate the methods used to determine economic feasibility and cost-effectiveness of products, services, and programs.

**BA 602. Managerial Accounting. 3 Hours.**
This is an accelerated accounting course for those with little or no formal accounting background. The emphasis is on concepts which managers need to know in order to be effective. Topics include the preparation and interpretation of financial statements, cost planning and control, cost-volume-profit analysis, decision-making models, master budgeting and variances, and evaluation of capital projects.

**BA 605. Management Communications. 3 Hours.**
This is an advanced communications course that builds upon a student’s experience and prior undergraduate course work in writing and oral communications. Topics include: advanced business writing, use of visual materials, selection of secondary sources of information, report preparation, and presentations to small and large groups.

**BA 611. Organizational Behavior. 3 Hours.**
This course surveys the major field of management, examining structures and processes on both group and organizational levels. Both traditional and contemporary theories are analyzed and applied to business operations.

**BA 620. Financial Management. 3 Hours.**
Topics considered include financial planning, operating and capital budgets, cash flow, purchasing and accounting procedures, the sources and uses of corporate and institutional funds, and financial analysis for evaluation and control. Students develop projects specifically related to their needs in educational administration, small business, or corporate management. Prerequisite(s): BA 602 or AC 301.

**BA 621. Marketing Management. 3 Hours.**
This course focuses on complex problems facing decision-makers in the marketing of goods and services. Emphasis is placed on the decision-making process, including assessment of the social, economic, and political environment in which the organization operates; problem definition; development and evaluation of alternatives, and the implementation of the best alternative. Cases in advertising, sales, marketing research, and strategic marketing management provide practice in marketing analysis and decision-making.

**BA 622. Production Management. 3 Hours.**
Emphasis is placed on the use of quantitative techniques for solving manufacturing problems. The student is given an opportunity to practice mathematical model-building and manipulation. Other topics considered include queuing system design, plant layout, statistical quality control, inventory modeling, Program Evaluation and Review Technique (PERT), linear and nonlinear programming, and control theory.

**BA 625. Global Strategic Management. 3 Hours.**
This course focuses on the strategic challenges and opportunities confronting firms that undertake to create value and to compete in the global economy. Successful companies develop strategies for doing business in emerging markets that are different from those they use at home and often find novel ways of implementing them too. The class will make extensive use of case analysis and discussion to evaluate and understand the strategic issues that confront firms operating internationally, as well as to appreciate the importance of values and ethics in organization decisions and actions. In this course we will probe the workings of business strategies in transition and emerging economies, gain an understanding of the strategies of local firms, and analyze the international success and failure of companies. Prerequisite(s): BA 600 and 15 Credits From Range [BA 600 To BA 799].

**BA 626. Accounting in Planning, Budgeting and Control. 3 Hours.**
This course examines the role of accounting in the planning, budgeting, and control process of a business in a dynamic environment. The integration of measuring and analyzing (planning), short-term decisions and managing organizations (control), and preparing various budgets (budgeting) are emphasized. This course is designed as a continuation of BA602 Managerial Accounting. Numerical problems, as well as case studies, are utilized as methods of study. Prerequisite(s): BA 602 or AC 211.

**BA 627. Investment Analysis. 3 Hours.**
This course provides a detailed description of securities market organization and approaches to investment opportunities. Students will examine theories used in the valuation of financial securities and employ projects and applications to develop a real world understanding of portfolio management. Prerequisite(s): BA 602.

**BA 628. New Venture Planning and Management. 3 Hours.**
This course deals with the foundation of new ventures and related aspects of managing the small growing enterprise. Techniques taught in this course are equally applicable to small businesses, nonprofit organizations, and new ventures of larger organizations. Topics include: use of scarce resources, such as money, talent and technological expertise; identification of environmental threats and opportunities; and operational considerations such as organizational structure, legal requirements, financing, and accounting procedures.

**BA 641. Human Resource Management. 3 Hours.**
This course explores human resource management as an integrated process of planning and control designed to achieve high employee productivity and job satisfaction. The course focuses on the essential functions of human resource management as they apply both to the general supervisory responsibilities of every manager and to the specific operations of the personnel department.

**BA 642. Leadership in Business and Professions. 3 Hours.**
This course is designed to provide graduate management students with a comprehensive review of the essentials for effective leadership. It focuses on the identification of basic leadership styles, explores the theoretical and practical findings of research in leadership development, and seeks to synthesize the student’s leadership style with the most effective working models of leadership.

**BA 643. Strategic Change Management. 3 Hours.**
Strategic Change Management focuses on the skills required to deal effectively with organizational change. The course addresses first the pressures in the business environment that make change a fundamental reality for managers. Particular attention is paid to change arising from public policy initiatives that impinge on business. The course then examines the manager as change agent responsible for initiating innovation and explores both the personal skills required in the role of change agent and the tools and techniques available to support the manager in that role. The course also examines the problems and opportunities of those who are the recipients of change in an organization and the skills required to cope effectively with that situation.

**BA 644. Business Law. 3 Hours.**
This course examines the Uniform Commercial Code which forms the basis of the legal framework within which the formal business organization must operate. Topics include: sales contracts, partnerships, corporations, and law governing the sale of personal property.

**BA 646. Current Issues in Business. 3 Hours.**
This course, conducted in seminar fashion, draws on current literature to analyze contemporary and emerging issues facing management in the late twentieth century. Content will vary.

**BA 700. Health Care Management. 3 Hours.**
This course examines management problems and policy-making in the health care industry. Several areas are considered including: (1) functions of the health care manager, (2) types of health care delivery systems, (3) the administration of hospitals, (4) the financing of medical care, and (5) the role of government. Through readings, lectures, discussions, and projects, students clarify their own role in the delivery of health services. The course regularly draws on experts in health planning and health care administration.

**BA 701. Legal Environment of Health Care Management. 3 Hours.**
The course provides a foundation in the legal and regulatory framework in which health care institutions operate. Students will also examine the legal issues confronting health care managers including director and administrative liability, malpractice, negligence, patient rights and confidentiality, licensure requirements, and the like.

**BA 702. Health Care Economics. 3 Hours.**
In this course, the principles and tools of economic decision-making are applied to management in the health care sector. The course explores the application to health care management functions of such concepts and processes as supply and demand, resource allocation and utilization, costing and pricing, resource productivity, forecasting and economic aspects of planning, and utilization review. While the principal emphasis in the course is on micro-economic analysis, some consideration is also given to an economic analysis of public policy alternatives for the delivery of health care service. Prerequisite(s): BA 601.

**BA 703. Financial Management in Healthcare Organizations. 3 Hours.**
This course applies the perspectives and tools of financial analysis to the management of health care organizations and evaluation of organizational performance. Topics covered include capital budgeting, sources of operating revenue, management of cash and inventories, risk analysis and forecasting. Particular attention is paid to cost containment regulatory strategies and their implications for financial planning and management. Prerequisite(s): BA 602.

**BA 710. Law & Ethics for Non-Profit Organizations. 3 Hours.**
Non-profit managers and supervisors are held to a higher standard of ethical behavior due to the nature of their funding sources and their mission. This course is designed to develop in the student a basic understanding of the laws governing non-profit organizations, the practical applications of these laws and the ethics that are demanded of non-profit managers.

**BA 711. Non-Profit Management and Leadership. 3 Hours.**
This course examines the philosophical foundations of the non-profit sector and explores issues and problems specific to managing and leading non-profit organizations. Topics covered include; leading and governing non-profit organizations, managing non-profit operations, board/staff relations, and developing and managing non-profit resources.

**BA 712. Strategic Marketing for Nonprofit Organizations. 3 Hours.**
This course applies the concepts of marketing and strategy to the management of non-profit organizations. Through class lectures, discussion, case studies, and applied projects, students will build an understanding of the marketing process in the nonprofit environment in order to be able to design, implement, and evaluate an organization’s approach to marketing and strategic positioning.

**BA 713. Fundraising. 3 Hours.**
This course takes a systems approach to the process of fund-raising. Topics covered include: donor cultivation, use of the annual fund, major gifts, corporate giving, and grant writing.

**BA 720. Advanced Sales and Marketing in Hospitality. 3 Hours.**
This course focuses on difficult problems and issues facing sales and marketing personnel in the hospitality industry. Students will make use of case studies in order to develop their decision making process including the use of marketing research and analysis.

**BA 721. Convention Planning and Events Planning. 3 Hours.**
This course focuses on the rapidly growing convention sales and events planning industries. The student will learn how to design, plan, market and manage meetings and events.

**BA 722. Advanced Front Office Operations. 3 Hours.**
This course begins with detailed introduction about numerous aspects of front office operations and management. The next section of the course examines the complex relationships between lodging departments, technological advances, and personnel decisions. The final section of the course includes the many guest service concepts that distinguish a great hotel experience from an average one.

**BA 723. Legal Issues in Hospitality Management. 3 Hours.**
This course will provide the student an overview of the important aspects of Hospitality Law for Managers, and other professionals. Some of the areas of study include and are not limited to Torts, Products Liability, Constitutional Law and Criminal Law and many other subjects.

**BA 724. Managing Service in Food and Beverage Operations. 3 Hours.**
This course begins with an introduction to the framework for providing quality service to guests. Next we will discuss menu planning and development, and then we will address issues of equipment and facilities. Finally, the course will explore how issues such as labor, sanitation and health impact guest service and how managers and staff can convert into loyal guests!.

**BA 729. Hospitality Graduate Directed Practicum. 3 Hours.**
Each student will find or will choose or will be provided with an internship site. The site chosen will be based on; and interview conducted by the management of the internship site, the student's preference of location based on those available. The Coordinator of Hospitality Management will have the final decision on all internship site placements. The Coordinator's decision will be based on his interaction with the student during previous course work and his understanding of the student and the internship properties requirements. Every consideration will be given to the student's personal preferences with regard to location and types of property. However, the student's preferences will not be the only consideration for placement. Prerequisite(s): BA 720 and BA 722 and BA 724.

**BA 731. Business and Information Technology. 3 Hours.**
This graduate course approaches Information Technology from the perspective of information consumers as opposed to technology implementers. During this course, students will examine various technologies and their application within modern organizations. The course has two primary goals. (1) The course will explain information technologies in non-technical terms so that students can evaluate a technology's effectiveness relative to any existing alternatives and the overall organizational needs. (2) This course should increase student awareness regarding how they interact with technology in a personal or business setting. Business leaders are constantly bombarded with technology. This course addresses the need to sift through that information in an intelligent manner and make smart business decisions.

**BA 745. Innovative Global Strategy. 3 Hours.**
This course will build students' awareness of the challenges that must be addressed and the opportunities that may be present when competing in the global marketplace. The course focuses on how firms apply innovative strategies to create a sustainable competitive advantage in the global arena. Course content will be drawn from readings, case analysis, online content and discussions. The course requires students to analyze and understand real world examples of both successful and unsuccessful global strategy implementation.

**BA 790. Independent Study. 3 Hours.**
The student studies with a faculty member who specializes in an appropriate field. Emphasis is on individual reading and directed action or research programs which involve student and professor. The student must have the approval of the Dean, the faculty member involved, and must file a written plan of the project with the Graduate Dean. A maximum of three (3) credits may be earned.*.

**BA 791. Professional Project. 3 Hours.**
The student, or group of students, in consultation with a faculty advisor, determines the nature and scope of the project to be undertaken. The project is essentially practical in nature and is usually related to the student's work experience. The plan for the project must be filed with the Graduate Committee. A maximum of six (6) credit hours may be earned.*.

**BA 792. Graduate Internship I. 3 Hours.**
In this experiential course, the student serves as an intern in a business or non-profit organization. This placement may be in the public or private sector and is governed by an agreement signed by the student, the professional organization supervisor, and the internship director. The experience may be multidisciplinary, but should have a strong accounting element. Students are expected to be sufficiently motivated to seek out their own placement site with some guidance from the internship director.

**BA 793. Graduate Internship II. 3 Hours.**
In this experiential course, the student serves as an intern in a business or non-profit organization. This placement may be in the public or private sector and is governed by an agreement signed by the student, the professional organization supervisor, and the internship director. The experience may be multidisciplinary, but should have a strong accounting element. Students are expected to be sufficiently motivated to seek out their own placement site with some guidance from the internship director. Prerequisite(s): BA 792.

**BA 794. Graduate Internship III. 3 Hours.**
In this experiential course, the student serves as an intern in a business or non-profit organization. This placement may be in the public or private sector and is governed by an agreement signed by the student, the professional organization supervisor, and the internship director. The experience may be multidisciplinary, but should have a strong accounting element. Students are expected to be sufficiently motivated to seek out their own placement site with some guidance from the internship director. Prerequisite(s): BA 793.

**BA 798. Thesis. 6 Hours.**
The thesis may be library-oriented research with extensive reliance on documents and a relatively limited amount of primary field research, or it may be action-oriented field research with relevant documentation from the literature. The title of the thesis topic must be filed with the Graduate Committee. A student, with the approval of his/her advisory committee, may register for the thesis after completion of twenty-four (24) semester hours.

**BA 799. Topic/. 3 Hours.**
Students work together in a seminar setting under the direction of a member of the graduate faculty. The content of the seminar will vary according to the interests of students and faculty involved.

# CJ (CJ)

## Courses

**CJ 101. Intro to Justice & Pub Safety. 3 Hours.**
This course introduces students to the social reality of crime, criminal behavior, and law as each of these relates to the criminal justice system. Students examine the role of law enforcement, prosecution, defense, court system, corrections, and juvenile justice at various levels. Students are challenged to expand both their knowledge and appreciation of the criminal justice system through arranged visits to courts, detention facilities and working law enforcement agencies.

**CJ 215. Police Operations. 3 Hours.**
This course deals with everyday problems, situations and operations of the police department and the police officer. Included in the course is the study of many jobs and applications of duty in the police service. The course is a study of the patrol officer's function, with a background investigation of the total organization. The use of staff deployment, tactical operations, and the use of various equipment are discussed in some detail during the course with an emphasis on how operations and equipment are changing. Prerequisite(s): CJ 101.

**CJ 221. Criminalistics. 3 Hours.**
This course will focus on the recovery, documentation and laboratory analysis of physical evidence found at the scene of a crime. The course covers the principles of effective crime scene management as well as what information can be obtained from particular pieces of physical evidence as a result of laboratory study. The laboratory analysis of the following will be covered: glass, soil, organic and inorganic substances, hairs, fibers, paint, drugs, poison, arson and explosive evidence, serology, DNA, fingerprints, firearms, tool impressions, miscellaneous impressions, photography, document and voice examinations. Prerequisite(s): CJ 101.

**CJ 225. Criminal Procedure. 3 Hours.**
This course is designed to teach the background and current information regarding arrest, search and seizure. It explores the development of standards in this field, through constitutional law, state law, concepts and interpretation, limitations of police powers, probable cause, and the suppression hearing.

**CJ 235. Criminology. 3 Hours.**
This course is intended to introduce and review the sociological perspective as it is applied to the themes of crime, criminality and the individual offender. Specifically, criminological theories of social process, social structure and social conflict will be explored in conjunction with views on developmental and trait-based perspectives to illuminate the social underpinnings of crime in modern society. Each particular viewpoint will be applied to the understanding of broad categories of criminal behavior and activity, including but not limited to: violent crime, property crime, public order crimes, organized crime, and white collar offenses. Additionally, the criminal justice system and its component structural and procedural parts will be reviewed to provide the student with an enhanced awareness of the social aspects of criminal behavior and its impact for law-making and enforcement. Prerequisite(s): PY 111 and (SY 201 or SY 222).

**CJ 290. Psychology and the Legal System. 3 Hours.**
Students will explore the movement of criminal defendants through the legal system in light of various clinical necessities, including but not limited to: Competencies to offer testimony, as well as to be sentenced and excused; jury selection; and the identification and evaluation of criminal suspects. Additionally, emphasis will be placed upon the psychology of victimization. Prerequisite(s): CJ 101 and CJ 225 and PY 111.

**CJ 301. Critical Skills. 3 Hours.**
This course is intended to introduce and review the basic law enforcement skills of self defense and control. Specifically, students will learn and practice the important elements of establishing control of situations using verbal, nonverbal and physical techniques as complementary intervention options. Strategies to manage the initial encounter will be discussed in regard to proper stance, appropriate social distance, authoritative body language and the use of verbal diffusion. The physical element of encounters will be reviewed and practiced to provide the student with a practical knowledge of techniques including, but not limited to: deflection, strikes and counters, takedowns and ground control of a combative individual. The above skills will be expanded upon to provide the necessary understanding of other control systems such as proper use of handcuffs, baton and chemical products to establish control. The focus on practical skills will be reviewed within the context of the use of force continuum ranging from verbal redirection to deadly force. Prerequisite(s): CJ 101 and CJ 215.

**CJ 302. Advanced Critical Skills. 3 Hours.**
This course is intended as a continuation of the psychological and physical applications of critical skills (police physical restraint and control). Through a series of steps, the student will reinforce the basics, enhance the flow of technique and finally though situational training strengthen and secure psychological and physical technique to specific calls and events. The focus on practical skills will be reviewed within the context of the use of force continuum ranging from verbal redirection to deadly force. Prerequisite(s): CJ 301.

**CJ 305. Motor Vehicle Law. 3 Hours.**
This course is intended to introduce and review motor vehicle law as relates to the enforcement of those statutes concerned with moving violations. The student will also be introduced to the principles and procedures of identification and investigation of motor vehicle infractions. Specifically, topics will be presented ranging from vehicle stops and pursuit driving to operating under the influence and traffic-related fatalities, including homicide. Students will gain in in-depth understanding of accident and hit-and-run investigation, as well as an overview of providing testimony in the courtroom. Each aspect of enforcement and investigation will thereby contribute to an appreciation of the complexities of police responsibilities regarding the monitoring and control of traffic movement. Prerequisite(s): PL 200.

**CJ 307. Community Policing. 3 Hours.**
This course is intended to introduce and review the basic principles of community policing strategies in contemporary society. The importance of enhanced law enforcement-community relationships will be discussed in relation to the benefits to the citizenry as well as enhanced relations with community stakeholders such as schools, businesses and religious institutions. Specifically, the student will be expected to gain an appreciation of the police officer as a community member who works collaboratively with private citizens to analyze, evaluate and respond to crime. This focus on cooperative problem-solving will be further explored in regard to how strategic partnerships between law enforcement and the community can positively impact criminal acts, fear of crime and social disorder. Prerequisite(s): CJ 215.

**CJ 309. Constitutional Law. 3 Hours.**
This course will explore the First, Second, Fourth, Fifth, Sixth, Eighth and Fourteenth Amendments of the Constitution through reading of case law and real life examples. Students will understand the arguments that exist for persons involved in civil and criminal matters from the Constitution. Prerequisite(s): CJ 225.

**CJ 310. Mod Penology and Corrections. 3 Hours.**
This course offers an in-depth familiarity with the key readings in the history and sociology of incarceration. Topics include: theories of incarceration, sentence determination, with emphasis on the controversy over the federal guidelines, history of our incarceration system, inmate and staff perspectives on incarceration, special category inmates such as mentally ill, rape victims, death row inmates, and juvenile offenders, the death penalty, and the community supervision movement. The course concludes with an examination of the new technologies of incarceration. Prerequisite(s): CJ 101.

**CJ 315. Juvenile Justice. 3 Hours.**
This course covers the institutional response to the problems of juvenile delinquency, juvenile misconduct and dependent/neglected and abused children. It emphasizes the police, court, and correctional agencies that process young people. In addition, it devotes attention to an understanding of the history of the system, recent legal developments, and an assessment of current proposals for reform. Prerequisite(s): CJ 101.

**CJ 330. Ethics in Criminal Justice. 3 Hours.**
This course will offer the student an examination of ethical systems as they relate to moral beliefs and professional behavior in law enforcement. Students will discuss how ideology and belief systems, whether liberal, moderate, or conservative affects criminal justice policy making and the day-to-day functioning of criminal justice agencies. As an exercise, students will apply ethical decision-making models to real world scenarios. Additionally, the course will include thirteen objectives that the student will be expected to master extending from a code of ethics for police to major rationales for punishment. Prerequisite(s): CJ 101.

**CJ 333. Computer Forensics. 3 Hours.**
This course will focus on the investigative use of computer technologies and electronic records. Students will be exposed to “digital evidence” and the valuable information it can provide to investigators. The course will have a two-tier approach. (1) Students will be shown how to extract readily decipherable information from someone’s computer such as looking for at their files or their browser history of web sites visited. Even if the information is password protected or has been deleted it might still be recoverable. (2) The course will examine criminals who use computers and the Internet to commit various crimes ranging from trying to lure children into chat rooms or face-to-face meetings to every sort of financial fraud. This course is intended to address a growing need in law enforcement. Prerequisite(s): Major=BS Comp Info Systems or Major=BS Criminal Justice.

**CJ 335. Report Writing and Testifying. 3 Hours.**
This course is designed to teach students how to write police reports, search warrants and affidavits. Topics studied will include: the SEE method; legal concepts of reasonable articulable suspicion; probable cause to arrest; determination of custody for purposes of Miranda; and testifying effectively in court. Prerequisite(s): CJ 101 and CJ 225 and PL 200.

**CJ 337. Interviewing and Interrogation. 3 Hours.**
This course will focus on interviewing skills and techniques, both from a practical and legal perspective. Primary attention will be given to what needs to be done to satisfy the legal standards of voluntariness of admissions and confessions. Fifth and Sixth Amendment law will be thoroughly reviewed and discussed. The course will prepare students to conduct effective interrogations, and document the interrogation in a manner that will withstand later legal challenges. Prerequisite(s): CJ 101 and CJ 225 and PL 200.

**CJ 341. Investigations. 3 Hours.**
This course covers both private and public investigations as well as the practice and application to criminal investigations. It stresses the professionalism and modern investigation tools as it covers established investigation policies, procedures, and techniques for the law enforcement officer. Recent court cases and investigations are integrated throughout the course to update the students on significant happenings throughout the world. Prerequisite(s): CJ 101.

**CJ 342. Portfolio Assessment. 0 Hours.**
This course is used to recognize prior work and educational experience translatable through a portfolio preparation process for college credit. The standardized process identifies those areas where the student’s learnings are adequate and where additional learnings are needed. Learnings documented in the portfolio are measurable, both theoretical and applied, and generalized for future applicability. Students who have acquired a minimum of two year’s of professional work experience within a criminal justice agency are eligible to seek award of college credits. Eligible individuals may choose a maximum of five courses within an Associate Degree program and ten courses within a Bachelor’s Degree program which seem to equate to work responsibilities and corollary learnings.

**CJ 345. Comparative Criminal Justice. 3 Hours.**
This course is intended to introduce and review the basic theoretical, cultural and practical applications of criminal justice systems in other parts of the world. American criminal law and procedure will be discussed to provide a comparative reference point for the variations in systems and practices across differing cultures in other nations. Additionally, the course will provide students with an understanding of the roles of social control mechanisms such as police, judiciary and correctional institutions outside of the U.S. Prerequisite(s): CJ 101 and CJ 225.

**CJ 399. Topic/. 1-6 Hour.**
This course is intended to provide the opportunity to offer advanced courses in criminal justice that would not normally be a part of the Husson curriculum. As such the topics will depend of the interests of students and faculty.

**CJ 400. Evidence. 3 Hours.**
This course will present the basic principles of the law of evidence as expressed in the Federal Rules of Evidence and the Maine Rules of Evidence. The student will develop the ability to read and apply a rule of evidence to specific information and circumstances. An emphasis will be placed on learning how the Federal & Maine Rules of Evidence effect trial preparation, negotiation, and trial. Participatory role play and discussion of hypothetical situations will constitute a significant part of the learning experience. Prerequisite(s): Major=AS Criminal Justice or Major=AS Paralegal or Major=BS Criminal Justice or Major=BS Paralegal or Major=BS English - Prelaw.

**CJ 401. Civil Liability in Law Enforcement. 3 Hours.**
This course will provide students with a historical overview and current trends in civil litigation against law enforcement as well as describing the varying types of liability that exist under the law. Students will study the defenses to liability claims made against law enforcement. Liability claims will also be examined from the administrator's point of view including claims of failure to train and failure to supervise. Use of force and section 1983 claims will be examined in detail as the main claims against law enforcement. Prerequisite(s): CJ 101.

**CJ 402. Perspectives in Terrorism. 3 Hours.**
This course will analyze aspects of historical and current extremism and terrorism which will be related to contemporary domestic and international terrorism issues. The course will cover sophisticated theories developed by analysts around the world to investigate paramilitarism, white supremacy groups, hate groups, religious fundamentalism, and foreign terrorist groups which may pose a threat to United States interests. The special topic analyzed is not a regular course offering of the social sciences department. Since the topic covered in this class differs from year to year, students should seek further information from the instructor before registering regarding the particular topic that will be analyzed. Possible topics to be analyzed include: the ancient roots of terrorism, motivation of terrorists, the current vulnerability of modern democracies, and global jihad.

**CJ 403. Domestic Violence Law. 3 Hours.**
This course introduces domestic violence law from an interdisciplinary perspective and offers a contemporary view of the criminal justice experience with diverse populations and forms of violence. Topics will include violence perpetrated in a variety of age and gender relationships including: dating violence, sibling abuse, rape and incest, child and elder abuse and neglect, male battering, violence within the lesbian and gay communities, and violence against women. Students will also be expected to master current State of Maine and federal statutes relating to domestic violence. Prerequisite(s): PL 100 or CJ 101.

**CJ 404. Cults. 3 Hours.**
This course is intended to introduce and explore the structure and psychology of totalistic cultic organizations. Students will examine the key differences between conventional religious movements, splinter sects and cults to better understand the differences among varied faith-based organizations. Cults will be viewed both from historical and contemporary viewpoints in regard to recruiting practices, thought reform and control, personal and social consequences of cult membership, and the unique challenges that such groups pose for law enforcement. Additionally, students will review the clinical precursors which may predispose an individual to cultic persuasion and indoctrination, as well as the psychological consequences of membership. The course will rely heavily upon a detailed case study format which will scrutinize selected cult leaders/groups and allow students to apply theoretical knowledge to particular historical events and figures. Prerequisite(s): PY 332 or PY 232.

**CJ 405. Crime & Literature. 3 Hours.**
This course is intended to introduce several works of classical and modern literature which have incorporated the use of crime or criminality as a central theme. Students will be required to read from works of short fiction and novels as a means of preparing for discussion and analysis of core elements. Additionally, the various experiences of the individual criminal will be considered in light of those factors which may have an impact on the development of crime as a situational or social phenomenon. Required sources may include, but not remain limited to: Ernest Hemingway, Arthur Miller, William Faulkner and Truman Capote. Prerequisite(s): EH 200.

**CJ 406. Victimology. 3 Hours.**
This course will focus on the forgotten member of the criminal dyad: the victim. The purpose of this course is to introduce students to these developments and to alert them to ongoing victim-related issues. The goals of the course will include: Introducing the student to the development of the field of victimology; Delineating the conceptual boundaries of victimology; Familiarizing the student with basic concepts and literature within various sub-areas of victimology; Exploring policy developments and practical applications that stem from this concern over victims; and Assessing the progress away from a criminal justice system towards achieving a victim justice system. Prerequisite(s): CJ 235.

**CJ 407. Advanced Community Policing. 3 Hours.**
In this practicum based course, students will establish partnerships with relevant community members to identify problems related to the incidence of crime and social disorder. Students will engage in a collaborative problem solving exercise which will illustrate the enhanced ability of communities to prevent crime and disorder through cooperative and reciprocal relationships between police and citizens. Prerequisite(s): CJ 307.

**CJ 408. Serial Homicide. 3 Hours.**
This course is intended to introduce and explore the phenomenon of repetitive, intrinsically motivated homicide utilizing both clinical and law enforcement perspectives. Primary behavioral and crime scene characteristics of both organized and disorganized types of offenders will be reviewed to explain the incidence of serial homicide as a function of motivational factors ranging from sociopathy to severe psychiatric disturbance. The varied typologies and classification systems for serial murderers will be presented as a means of discussing issues ranging from victim selection to law enforcement investigative responsibilities. The course will rely heavily upon a detailed case study format which will scrutinize the crimes of key selected offenders and allow students to apply theoretical knowledge to particular serial perpetrators. Prerequisite(s): PY 332 or PY 232.

**CJ 409. Criminal Profiling. 3 Hours.**
This course is intended to introduce and review the basic theoretical and practical applications of criminal profiling techniques. Specifically, the student will be introduced to concepts including, but not limited to: the uses of criminal profiling; crime scene evaluation and reconstruction; criminal motivation and offender characteristics; modus operandi and offender signature; psychopathic and sadistic behavior; behavioral aspects of fire-setting; serial offenses, including rape and homicide. Students will explore varied offense behaviors and their psychological underpinnings to develop an understanding of the role of behavioral analysis of evidence in critical investigations. Prerequisite(s): PY 332 or PY 232.

**CJ 410. Criminal Justice Internship. 3-9 Hours.**
In this experiential course, the student serves as an intern with a criminal justice professional in a work setting. This placement may be in the public or private sector and is governed by an agreement signed by the student, the professional, and the internship director. The experience may be multidisciplinary, but should have a strong criminal justice element. Students are expected to be sufficiently motivated to seek out their own placement site with some guidance from the internship director. Prerequisite(s): College Level=Junior or College Level=Senior.

**CJ 435. Management & Criminal Justice. 3 Hours.**
This course examines the application of modern management theory and technique to the criminal justice system. It emphasizes the unique nature of the criminal justice community and the complex relationships, which are necessary to make it efficient and effective. Topics covered include: hiring, developing personnel; managing budgets, dealing with public sector unions; discipline and problem behaviors; complaints and grievances; stress and time management; performance appraisals; deploying human resources; and emerging trends in criminal justice management. Prerequisite(s): CJ 215.

**CJ 445. Criminal Justice Capstone. 3 Hours.**
This course is designed to synthesize the information and insights from other courses in the Criminal Justice Curriculum. It includes research in crime trends and causes, scholarly research, and an assessment of each student's knowledge and understanding of the essential elements of the criminal justice system. This Capstone Course will focus on pragmatic application of principles and theories which guide Criminal Justice practice in the United States. Prerequisite(s): CJ 225 and PL 200.

**CJ 490. Forensic Psychology. 3 Hours.**
This course will introduce and review the basic theoretical and practical applications of forensic Psychology in our society. The student will be introduced to concepts in the field that directly impact or influence law enforcement and the judicial system. Concepts will range from the uses of criminal profiling, risk assessment of violent behavior and interrogation to custody, competency and discrimination determinations. Students will gain an in-depth understanding of each core topic as well as an appreciation for how each contributes to the broader domain of the criminal justice system. Prerequisite(s): (PY 332 or PY 232) and ( College Level=Junior or College Level=Senior).

**CJ 491. Forensic Science I. 4 Hours.**
This course builds on the scientific knowledge and analytical skills developed in the prerequisite science courses and laboratory work. The student will apply scientific principles and use current laboratory instrumentation to compare and distinguish between typical forensic evidence items. Students will become familiar with microscope examinations of trace evidence including soil, fibers and hairs, forensic serology and screening, DNA typing, bloodstain pattern analysis and toxicology. Topical discussions and lectures will be supplemented by scheduled field trips and guest speakers from the forensic science community. Prerequisite(s): SC 102 and SC 103 and SL 102 and SL 103 and SC 241 and CJ 221 and CJ 330 and MS 223.

**CJ 492. Forensic Science II. 4 Hours.**
This course builds on the scientific knowledge and analytical skills developed in the prerequisite science courses, laboratory work and Forensic Science I course. The student will build on their understanding of the properties of organic and inorganic compounds and apply these to analysis of typical forensic science samples. Students will analyze drugs, inks and dyes, explosives, fire debris samples. Forensic document examination, fingerprint development and bullet comparisons will be conducted. Scientific reports will be written for each specific forensic discipline. Topical discussions and lectures will be supplemented by scheduled field trips and guest speakers from the forensic science community. Prerequisite(s): CJ 491.

**CJ 493. Forensic Seminar. 4 Hours.**
This course is the capstone of the bachelor's degree in forensic science. The course will draw on the knowledge acquired throughout the previous seven semesters. The course will guide students through correct processing and sequencing of processing of evidence at the crime scene and in the laboratory. Particular attention will be placed on understanding the pros and cons, false negatives and false positives, cross reactions and potential for cross contamination in analyzing and testing evidence items. Students will learn various techniques for describing scientific principles in layman's terms. The course will finish up with a mock trial at the end of the semester, giving the student the chance to experience direct and cross examination. During the course of the semester the class will sit for the International Association of Identification (IAI) crime scene technician certification. This will give the students the opportunity to acquire international certification and well as earn the degree. Prerequisite(s): SC 103 and SL 103 and SC 241 and SL 241 and CJ 221 and CJ 330 and MS 223 and CJ 491.

**CJ 496. Concepts and Issues in CJ. 3 Hours.**
This course provides a broad overview and critical examination of criminal justice topics. Commentary on these issues is written by experts in fields such as crime and justice and America, American law enforcement, the court system, juvenile justice, corrections, and the future of justice in America. Students will be required to meet nineteen course objectives and will be expected to read and comprehend a series of essays and subsequently research current events related to the CJ topics. An additional requirement will be student-led class discussion on an assigned topic area over the course of the semester. Prerequisite(s): ( College Level=Junior or College Level=Senior) and ( Major=BS Criminal Justice or Major=BS Psychology - Crim Justice).

**CJ 498. Basic Law Enforcement Training. 15 Hours.**
Taught at the Maine Criminal Justice Academy, this 18-week course is designed to qualify a student as a Maine law enforcement officer. The Academy program tests a student's ability and willingness to assume the complex and challenging responsibilities of a modern law enforcement officer in keeping the peace, protecting state and federal constitutional rights and enforcing the law.

**CJ 499. Topic/. 1-6 Hour.**
This course is intended to provide the opportunity to offer advanced courses in criminal justice that would not normally be a part of the Husson curriculum. As such the topics will depend of the interests of students and faculty. Prerequisite(s): ( College Level=Junior or College Level=Senior).

**CJ 700. Introduction to Criminal Justice Administration. 3 Hours.**
This course provides an analysis and overview of the theories of organization and the administration of criminal justice agencies, including management styles, techniques of leadership, ethics, and decision-making for those students who do not have a previous background in criminal justice.

**CJ 701. Justice Administration and Information Systems. 3 Hours.**
This course will include the examination of contemporary law enforcement organizations and the issues police and other public service managers confront every day. The course will focus on case study analysis as a method of learning the latest management and behavioral theories. The five approaches to management that will be emphasized include: commitment to a common purpose; concern for high-quality public services; empowerment and shared leadership; pragmatic incrementalism; and dedication to public service.

**CJ 703. Labor and Employment Law. 3 Hours.**
This course reviews the law under the National Labor Relations Act (NLRA). It will focus on unfair labor practices, union representative elections and conflict in the workplace. It includes an emphasis on proper collective bargaining processes, methods of mediation and arbitration to resolve disputes and the duty to bargain in good faith between employers and employees. Students are expected to study the text of the statute, relevant selections from actual cases, and various other materials and apply them to current events and hypothetical situations.

**CJ 705. Leadership & Ethics. 3 Hours.**
This course will provide students with a study of leadership principles and strategies using historical figures as examples. The primary source of effective leadership will be Ernest Shackleton and is 1914 Antarctic expedition. Other historical leaders that will be drawn from include, but are not limited to: George Washington, Abraham Lincoln, and Theodore Roosevelt. Students will focus on leadership decisions made by these individuals and the ethical framework that surrounds every decision. Students will incorporate the leadership and ethical decision making skills into a final project related to their own field of study.

**CJ 707. Public Policy and Planning. 3 Hours.**
Students will examine policy development and planning processes. Topics will include the process and models of policy formation, policy implementation methods and evaluation components typically associated with planned change in criminal justice.

**CJ 709. Advanced Criminological Theories. 3 Hours.**
This course is intended to introduce an advanced sociological perspective as it is applied to the themes of crime, criminality and the individual offender. Specifically, definitions of selected crimes will be explored in conjunction with various perspectives on both causation and response to criminal acts. This analysis will require students to read and discuss the primary writings of those thinkers responsible for the development of landmark classical and contemporary criminological theories.

**CJ 710. Criminal Justice Graduate Internship. 3-6 Hours.**
This course is designed for students who desire to obtain on-the-job experience in the criminal justice profession who have not previously been employed in the internship locale. The nature of the work and the location of the internship must be approved by the student's advisor. Included in the experience and pre-counseling, on-site supervision, periodic summary and evaluation reporting, supplemental reading, pertinent research or practical work-related projects, and presentation of projects.

**CJ 711. White Collar Crime. 3 Hours.**
This course explores the nature of elite deviance as it relates to crime and power in American society. Various forms of white collar crime will be examined and illustrated through case studies and estimates of the extent and costs of these crimes will be presented. Students will have the opportunity to gain a better understanding of how white collar crime affects employees, consumer and citizens.

**CJ 713. Psychology and the Legal Environment. 3 Hours.**
This course is intended to introduce and review the basic theoretical and practical applications of forensic psychology in our society. Specifically, issues related to the use of psychological research and knowledge in legal environments will be presented to allow the student to appreciate the unique interaction between psychology and the law. Concepts will range from the analysis of competency and insanity to the use of criminal profiling, risk assessments of violent behavior, and psychopathology. Considerable attention will be allotted to an investigation of victimology concerns stemming from sexual assault of children and adults, as well as domestic violence. Students will gain an in-depth understanding of each core topic as well as an appreciation for how each contributes to the broader domain of the legal system.

**CJ 715. Corporate Security. 3 Hours.**
This course will focus on the impacts on corporate security from the new age that has been entered since 9/11/01. Entirely new risk assessment models and proactive strategic planning concepts will be discussed drawing from actual cases. The important of working from measurable metrics and business needs rather than unproven assumptions will be discussed.

**CJ 717. Graduate Capstone Course. 3 Hours.**
This course focuses on providing students an understanding of the major theories of the public policymaking process, the mechanics of the process, methods of examining policy impacts, and how criminological research can affect policy change as well as be driven by policy. Another goal of this course is to familiarize students with current pressing criminal justice issues and to have the students become sophisticated practitioners and consumers of evaluation research. Students will be expected to reflect critically upon the role of criminological research in the policy making / decision making process. Prerequisite(s): BA 600 and 18 Credits From Range [BA 600 To BA 799].

**CJ 799. Topic/. 3-6 Hours.**
This is a course of variable content. Faculty and students prepare a special topic of timely interest in Criminal Justice Administration. This course may consist of seminars, individualized instruction, and/or research related to a specific area of specialization.

# CM (CM)

## Courses

**CM 100. Speech. 3 Hours.**
This introductory course develops students' ability to deliver and evaluate public speeches of both prepared and impromptu nature. Students explore connections between the written and spoken word. The significance of nonverbal language and listening skills is also emphasized.

**CM 190. Intimate Communication. 3 Hours.**
Loving well requires communicating well. This course seeks to improve students' ability to listen in a focused way to another person and to speak in ways that communicate more effectively—both essential to loving well. Students will become more aware of how one's style of communicating affects whether his or her love is believable. Communicating is most challenging in matters where we are most different from our loved one. Information can help us recognize and better understand our different needs without judging them. Therefore the course will examine some important insights from psychology and physiological science about human needs and tendencies and love. This will include current research findings (science and social science) on male-female differences.

**CM 200. Interpersonal Communication. 3 Hours.**
Students will learn and understand the principles, theories, and some of the practical applications of effective face to face communication. Students will also become aware of how effective communication develops in relationships such as within families, and among coworkers and friends.

**CM 221. Professional Communications. 3 Hours.**
The course examines written and oral forms of business communication, from memos and letters to research proposals and reports. Flexibility in addressing diverse audiences and human resource issues is a focus. The construction of resumes, cover letters, job interviews and formal presentations is also emphasized. Prerequisite(s): (EH 111 or EH 123) and (EH 112 or EH 200) and EH 124.

**CM 299. Topic/. 1-6 Hour.**
This course is intended to provide the opportunity to offer introductory courses in communication that would not normally be a part of the Husson curriculum. As such the topics will depend upon the interests of students and faculty.

**CM 310. Leadership. 3 Hours.**
This course is designed to integrate recent leadership ideas and practices with established research findings focusing on the development of leadership qualities in the student. Valuable ideas such as leadership vision, individual courage, ethical and moral issues, leading change, leading a learning organization, the differences between leadership and management, leadership and multiculturalism, a leader's personal capacity for mind, heart and spirit, followership and shaping values and culture are examined. In addition, the direct involvement of the student in the design and development of his/her leadership style is encouraged. Prerequisite(s): EH 200.

**CM 323. Advanced Professional Communications. 3 Hours.**
This course emphasizes the written and oral presentation of research findings for business and professional management audiences. Students identify problems, outline strategies and develop proposals, feasibility studies, or other reports in their areas of study, training, and career interest. The course concludes with presentation and evaluation of major projects. Prerequisite(s): (EH 111 or EH 123) and (EH 112 or EH 200) and (CM 221 or EH 221) and EH 124.

**CM 340. Crisis Communication. 3 Hours.**
A practical course on responding to and managing crises of all kinds: natural disasters; terorrism; product recalls; political, corporate, personal crises. Students will learn how to create a crisis management plan and an evacuation plan. Prerequisite(s): EH 200 or CM 221.

**CM 422. Group Leadership and Conference Techniques. 3 Hours.**
This course involves experiential learning of leadership, interpersonal communication, and conference activities. Students develop and present individual and group programs based on issues and policies within their degree programs, and/or professional and civic organizations. Prerequisite(s): CM 100 and CM 200 and CM 221 and CM 323.

# CO (CO)

## Courses

**CO 700. Orientation to the Professions of Counseling and Human Relat. 1 Hour.**
This course is designed to provide an orientation to, and overview of, the counseling and human relations professions, including history of the counseling profession, standards, credentialing, professional role and identity development. Prerequisite(s): Major=MS Clinical Mental Health Counseling or Major=MS Human Relations or Major=MS Pastoral Counseling or Major=MS School Counseling.

**CO 702. Human Growth and Development. 3 Hours.**
This course includes a survey of the physiological, social, and psychological factors that influence the development of personality. It seeks to understand what makes a person distinctively different, along with a critical evaluation of various theories of personality development.

**CO 703. Research and Program Evaluation. 3 Hours.**
Students learn to conceptualize research problems and develop hypotheses. Emphasis is on defining and measuring the important variables, design of research strategies, analysis of data, interpretation and inference, and writing and implementing a research proposal.

**CO 704. Social and Cultural Diversity. 3 Hours.**
This course is designed to promote understanding of social and cultural diversity through study of such issues as ethnicity, gender, race, socioeconomic status, religion/spirituality, sexual orientation, ability/disability, family structure and geographic location. Students will examine how their cultural identity impacts their beliefs, values and actions, and learn the skills for competent ethical practices with diverse populations. Prerequisite(s): CO 700 or PY 700.

**CO 705. Theories of Counseling. 3 Hours.**
This course provides an intensive look at selected theories of counseling and psychotherapy. The major concepts of each theory are reviewed and critiqued in light of current research and theory. Students are encouraged to begin to define their own theoretical approach.

**CO 710. Counseling Techniques. 3 Hours.**
This course is designed to help students acquire and develop skills essential to the helping process. Core elements include: the nature of the helping relationship, introduction to basic counseling skills, and exploring attitudes and beliefs involved in developing and maintaining the helping relationship and how these fundamental core elements apply to the counselor. Emphasis will also be placed on practitioner self-awareness and self-care. Role-playing videotape experiences and other skill development exercises will be included. Prerequisite(s): Major=MS Clinical Mental Health Counseling or Major=MS Human Relations or Major=MS Pastoral Counseling or Major=MS School Counseling.

**CO 711. Legal, Ethical and Professional Issues in Counseling. 3 Hours.**
This course provides a legal and ethical framework for the counseling profession as well as a focus on standards and credentialing and current professional issues relevant to the work of the counselor. Prerequisite(s): (CO 700 or PY 700) and (CO 702 or PY 702) and (CO 703 or PY 703) and (CO 704 or PY 704) and (CO 705 or PY 705) and (CO 710 or PY 710).

**CO 712. Group Process. 3 Hours.**
This course enables students to understand the types of groups, their purpose, development and dynamics, counseling theories, and group counseling methods and skills. Ethical and legal considerations of group counseling are also explored. Students are required to participate in small groups for educational and self-assessment purposes. Prerequisite(s): CO 710.

**CO 715. Advanced Counseling Techniques. 3 Hours.**
This course provides advanced training in the art and technique of counseling, including, but not limited to, solution-focused techniques, motivational interviewing strategies, transference and counter-transference issues, rewards and “hazards” of the profession, counselor self-awareness, and use of the self as a tool in the counseling process. Prerequisite(s): CO 700 and CO 705 and CO 710.

**CO 716. Adventure Therapy in Counseling. 3 Hours.**
This is an introductory course in Adventure Therapy primarily for graduate students in the Counseling programs. The purpose of the course is to introduce students to adventure therapy programs that deal with people with psychological disorders. Students will learn the characteristics of selected disorders and will examine therapeutic adventure strategies that have been designed to work with specific identified populations including children, adolescents, and adults. A section dealing with professional ethics will also be included. Didactic as well as experiential pedagogy will require comfortable clothing and a limited amount of outside the classroom activities.

**CO 721. Assessment in Counseling. 3 Hours.**
This course explores the use of measurement and results in the counseling professions. It offers an understanding of group and individual educational and psychometric theories, statistics, and approaches to measurement, as well as techniques for gathering data and information. Concepts of validity, reliability, and factors that influence measurement are covered.

**CO 722. Career Development and Counseling. 3 Hours.**
This course provides students an understanding of career development and related life factors. Students study career development theory and decision-making models, procedures for planning and conducting effective job searches, assessment instruments and techniques relevant to career planning and decision-making and the use of career information. Emphasis is placed on understanding the inter-relationships between career development and career decision-making, family, socio-economic status, leisure, individual interests, and abilities.

**CO 723. Practices in Counseling Young Children and Adolescents. 3 Hours.**
Students will explore the implications of child development for counseling interventions. Participants will review counseling theory and explore developmentally appropriate counseling techniques. The course will also address the physical, emotional and social development of children and adolescents and examine the relationship between development and counseling needs. Emphasis will be given to working with parents and other family members. Prerequisite(s): CO 700 and CO 703 and CO 705 and CO 710.

**CO 799. Topic/. 1 Hour.**
Selected topics are offered centering on the needs and interests of the students and the availability of expert faculty. Enhancing student knowledge and building on past learning in a challenging scientific environment is one of the course's objectives. Exploring innovation and the edge of knowledge is another endeavor of this course.

**CO 801. Marriage and Family Counseling. 3 Hours.**
A consideration of the dynamics of marriage and family relationships is given. The emphasis is on understanding the structure and function of marriage, the various aspects of the martial relationship, family systems, and ways the counselor may approach marriage and family counseling as a creative, preventative, and healing interaction.

**CO 805. Addictions Counseling: Treatment and Contemporary Issues. 3 Hours.**
Provides an introduction to theoretical knowledge and clinical skills necessary to provide addictions counseling services in both school and mental health settings. Emphasis is on diagnosis and evidence-based treatment for addictions, problem gambling, and co-occurring disorders. The impact of “stigma” as well as the history and contributions of the recovery movement are explored. Consideration is given to current trends, cultural context and primary prevention resources. Ethical and legal considerations in practice are addressed. Prerequisite(s): CO 700 and CO 710 and CO 705.

**CO 810. Human Sexuality. 3 Hours.**
An analysis of the anatomical, psychological, and cultural aspects of a wide range of topics in the area of human sexuality is undertaken. Emphasis is on the development of an understanding and appreciation of the role of sexuality throughout the various stages of life. Prerequisite(s): CO 705 and CO 710.

**CO 825. Psychopharmacology and Counseling. 3 Hours.**
This course is designed to teach the prospective counselor about the history and development of psychopharmacologic agents, the biochemical nature of the central nervous system and its relationship to psychopharmacology. The legitimate use of medications and their importance for treatment are also examined.

**CO 826. Cognitive Behavior Therapy. 3 Hours.**
This is a survey of the theory and practice of cognitive behavior therapy. Behavioral assessment and treatment of a variety of common clinical problems is studied. Emphasis is placed on more recent cognitive behavior therapy approaches.

**CO 827. Crisis Intervention. 3 Hours.**
This course provides an understanding of the theory and practice of crisis intervention, short term crisis and its counseling intervention strategies, and the responsibilities of the therapeutic milieu in crisis intervention. Prerequisite(s): CO 710.

**CO 846. Clinical Diagnosis and Treatment Planning with Adults. 3 Hours.**
This course provides a general framework for understanding psychopathology in the adult population and the process of diagnosing and designing treatment plans for mental disorders in adults. Prerequisite(s): CO 700 and CO 702 and CO 703 and CO 704 and CO 705 and CO 710.

**CO 867. Clinical Diag and Treatment Plan with Children and Adolescen. 3 Hours.**
This course provides a general framework for understanding psychopathology in the child and adolescent population and the process of diagnosing and designing treatment plans for mental disorders in children and adolescents. Prerequisite(s): CO 846.

**CO 868. Capstone Course. 3 Hours.**
Students in the MS in Human Relations program will complete a supervised experience in their area of interest, thesis, or special project that has been pre-approved by the department during the final semester of study.

**CO 890. Practicum. 6 Hours.**
This course provides practical clinical instruction and experience in counseling for the purpose of developing individual and group counseling skills. These experiences are similar to what a professional counselor would be expected to perform and would facilitate the internship experience.

**CO 891. Counseling Internship I. 3 Hours.**
This course provides for the application of theory and the development of counseling skills through professional practice under supervision in an approved setting. Clinical Mental Health Counseling students will complete required hours in a clinical setting. School Counseling students will complete required hours in a school setting. Prerequisite(s): ED 750 or CO 890.

**CO 892. Counseling Internship II. 3 Hours.**
This course provides for the application of theory and the development of counseling skills through professional practice under supervision in an approved setting. Clinical Mental Health Counseling students will complete required hours in a clinical setting. School Counseling students will complete required hours in a school setting. Prerequisite(s): CO 891.

**CO 893. Counseling Internship III. 3 Hours.**
This course provides for the application of theory and the development of counseling skills through professional practice under supervision in an approved setting. Clinical Mental Health Counseling students will complete required hours in a clinical setting. School Counseling students will complete required hours in a school setting. Prerequisite(s): CO 891 and CO 892.

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## Courses

**CT 100. Intro to Video Production. 3 Hours.**
This course introduces students to the world of video and digital filmmaking. As the world becomes more integrated, the way we receive and consume our information changes each day. Intro to Video Production will be the beginning of understanding this powerful medium and its use. Students receive the basic skills needed to create high end, broadcast quality video, including shooting, non-linear editing, gathering professional audio, continuity, composition and understanding how the workflow is managed.

**CT 105. Video Production I. 3 Hours.**
The goal of this course is to build a solid foundation of information and skill level for a student interested in video production and digital filmmaking. Video Production I goes beyond basic proficiencies learned through Intro to Video Production or some form of secondary education. It delves further into camera operations and non-linear editing. Students also start to focus on the concept of crafting quality images through the use of light and how to “motivate” video in the editing process. The students are expected to perform a number of practical exams, demonstrating a base knowledge of overall techniques, skills and terminology used by industry professionals.

**CT 105L. Video Production I Lab. 0 Hours.**
This lab reinforces classroom learning in which the student builds a solid foundation of information and skill level for video production and digital filmmaking. Prerequisite(s): CT 100.

**CT 110. Audio I - Intro to Audio Technology. 3 Hours.**
Surveying the fundamental concepts of audio production, Audio I introduces sound and psycho-acoustics, the principles of audio consoles and signal routing, and essential technologies such as loudspeakers, microphones, and signal processing. Throughout the course students develop a vocabulary of common audio definitions, concepts, and career options. Lab work includes mixing and signal flow exercises.

**CT 110L. Audio I - Intro to Audio Technology Lab. 0 Hours.**
This course is the lab segment for CT 110. Students will apply the concepts learned in the course including mixing and signal flow exercises.

**CT 111. Music Structure and Style for Audio. 3 Hours.**
This course fosters and appreciation of various musical genres and their typical forms, stylistic components, and instrumentation. Through regular music listening and analysis, students develop their abilities to communicate in professional music environments. Emphasis is made on critical listening skills that highlight the recording and mixing techniques common in music production.

**CT 114. The Design of Cinema. 3 Hours.**
This course examines the many decisions that go into designing a film. Students will investigate the different styles and use of graphic elements, editing, sound, lighting, camera movement and how they construct the overall cinematic mise en scene. Critical analysis of the mise en scene is undertaken using many different genres of film as the subject. Different multi-cultural films spanning the range of realism to formalism will be explored using in-class screenings and examples. A survey of the evolution of filmmaking will be examined by tracing the history from its origins to present day. Prerequisite(s): EH 123.

**CT 115. Audio II - Multitrack Recording & Mixing. 3 Hours.**
Students expand their audio knowledge and experience through classroom studies and hands-on recording and mixing. Lecture instruction continues the survey begun in Audio I, investigating audio fundamentals, signal flow, common recording technologies, and studio operation procedures. Prerequisite(s): CT 100.

**CT 115L. Audio II - Multitrack Recording & Mixing Lab. 0 Hours.**
This is the lab portion of CT 115 - Audio II. In the lab, students learn microphone, console, and session management techniques through the recording of live performers. In personal labs, students hone mix skills through weekly mixing of prerecorded material. Prerequisite(s): CT 115.

**CT 121. Computer Applications for Digital Media. 3 Hours.**
This course is designed to introduce students to the fundamentals of computers, Mac OS X, Photoshop, Quicktime, Soundtrax and Power Point. Students learn essential techniques and skills for creating presentations with integrated media components. Emphasis is on practical applications in the digital environment. Students produce a multi-media presentation using computer knowledge gained in this course.

**CT 135. Scriptwriting. 3 Hours.**
Every great project starts with a concept which needs to be molded into a script. This course will start at the beginning of story development to examine the classical narrative paradigm used in the majority of both independent and Hollywood filmmaking. There is a strong focus on standardized script formatting, story structure, character development, story arcs, and scene analysis. Students will use industry standard software to cultivate an original concept that they design throughout the stages of story development into a finished screenplay that a production team could then schedule, budget, shoot, and edit a completed film.

**CT 141. Graphic Design for Video. 3 Hours.**
This course is designed to instruct students how to generate images that are aesthetically pleasing and interesting to the viewing eye. Students learn what colors work best for creating stunning web and video pages. Instruction includes how to best utilize workplace when creating a web presentation, a standard 4:3 screen or 16 x 9 high definition video display. This course helps students understand how to make programs like Photoshop and Illustrator work in today's versatile multi-platform environment. Students gain an in-depth knowledge of graphic design and what practical outlets for this skill are available. Prerequisite(s): CT 121.

**CT 150. Intro to Live Sound. 3 Hours.**
This course introduces the concepts and practices of live sound engineering. In the lab, students learn analog console functionality and how to properly set up a system for a live event. In the lecture, students receive a survey of live sound essentials, including console operation and gain structure, microphone usage, electrical fundamentals, monitor engineering, and the basics of system design. Prerequisite(s): CT 100.

**CT 150L. Intro to Live Sound Lab. 0 Hours.**
This course introduces the concepts and practices of live sound engineering. In the lab, students learn analog console functionality and how to properly set up a system for a live event. In the lecture, students receive a survey of live sound essentials, including console operation and gain structure, microphone usage, electrical fundamentals, monitor engineering, and the basics of system design. Prerequisite(s): CT 110.

**CT 201. WebMedia Imaging. 3 Hours.**
Through a series of hands-on projects, students learn design, layout, and color theory. The course also helps students choose between print vs. Web, and Raster vs. Vector graphics utilizing Photoshop and Fireworks. During the course, students gain the necessary skills to produce high-quality and professional level graphic layouts, work with layers, make selections, incorporate color techniques, adjust colors, use paint tools, place type in an image, and create graphics for the web. Prerequisite(s): CT 121.

**CT 202. Web Design for Non-Majors. 3 Hours.**
This course provides students with a broad overview of all aspects of the web including graphic design, content development, web development, usability, marketing, and social media. Prerequisite(s): CT 121.

**CT 205. Video Production II. 3 Hours.**
In today's visually charged environment there are many new and exciting avenues in video production and digital filmmaking. This course continues to explore video production and digital filmmaking and the differences in producing content for them. Whether creating for the Internet, an IPOD, a Blu-Ray presentation, or for a broadcast facility, learning what to gather and how to use it is essential for the industry. Expect many challenging projects, as students are asked to use video and audio to tell a complete story. Video II students learn how to control, layer, and convert light, students also learn how to use the camera to illustrate an idea in the form of moving pictures, and do so in a tapeless environment. Prerequisite(s): CT 105.

**CT 205L. Video Production II Lab. 0 Hours.**
This lab reinforces a number of key concepts explored through coursework. Video II students learn how to control, layer, and convert light. Students also learn how to use the camera to illustrate an idea in the form of moving pictures, and how to do so in a tapeless environment. Prerequisite(s): CT 105.

**CT 207. Web Design - Content Layer. 3 Hours.**
This introductory course offers students the experience of planning, designing, developing, and deploying a basic website using the latest tools and methods available. It focuses primarily on hypertext markup language (HTML), is the first layer in the separation of concerns for building a rich user experience on the Web and lays the necessary foundation for subsequent courses in Web Design & Development. Additional technology topics include Internet fundamentals, CSS, scripting, graphic creation, and basic page layout and interface design. Prerequisite(s): CT 121.

**CT 208. History of American Music. 3 Hours.**
This is a traditional music appreciation course, with a few twists, such as ear training (hearing music in new ways), and exploring song form. Students will delve into the origins and development of pop music from the early 1800s until 1970. Class sessions will range from guided and critical listening to live demonstrations, lectures, DVDs, musical and lyrical analysis. Students will engage in dialogue about the societal, economic, cultural, and racial issues that impacted popular music in America, and how pop music itself impacted American culture.

**CT 209. Web Design - Presentation Layer. 3 Hours.**
This is an intermediate course offering the student the experience of planning, designing, developing, and deploying professional websites using the latest tools and methods available to the professional web designer/developer. Expanding on Web Design - Content Layer, this course focuses on cascading style sheets (CSS) and the second layer in the separation of concerns for building a rich user experience on the Web. Students explore in more detail what constitutes a functional and visually appealing user interface as well introducing some techniques for rapid web development. Additional technology topics include introductions to server-side scripting with PHP and client-side scripting with JavaScript frameworks and libraries. Prerequisite(s): CT 207.

**CT 211. Search Engine Marketing. 3 Hours.**
earch Engine Marketing provides students with a fundamental understanding of website promotion from both the marketing and technical perspectives. In addition to learning web analytics students will understand how search engines work and rank, and learn all aspects of search engine optimization. This course will also explore the future of search and the semantic web. Prerequisite(s): CT 121.

**CT 212. Audio for Video. 3 Hours.**
This course is designed to instruct video students in proper audio gathering and mixing techniques in the field, studio, and large remote production venues. Students gain practical knowledge managing the many audio gathering tools used throughout the industry. From mixing high definition 5.1 surround sound post projects, to monitoring live sporting events, students acquire in-depth experience using a variety of microphones and recording devices. Students also learn when and where to apply audio filters in a non-linear editing environment. Prerequisite(s): CT 105.

**CT 213. Pro Tools I. 3 Hours.**
Pro Tools I offers an introduction to the most widely used application for music and post production in the world today. The course provides the foundational skills necessary for basic recording, mixing and editing within the Pro Tools environment. Students learn file structure, edit functions, time scale and ruler views, session configuration, recording and managing audio, importing audio and QuickTime movie files, MIDI basics, software based mixing, virtual instruments, region groups, looping audio, and the use of plug-ins. Prerequisite(s): CT 115.

**CT 215. Music Theory. 3 Hours.**
This course is designed primarily for Audio Engineering students to provide a better understanding of the basic ideas and principles of the structure of music, ear training exercises to develop music recognition skills, and chord structure and progressions leading to simple composition.

**CT 220. Critical Listening. 3 Hours.**
Critical Listening instructs students to discern, measure, analyze, and discuss sound more accurately. Varied topics include anatomy and physiology of the ear, acoustics, audio data compression, and musical form and arrangement. Regular ear training exercises improve listening skills. Prerequisite(s): CT 115.

**CT 223. User Experience and Interaction Design. 3 Hours.**
This course explores a range of topics related to general usability as well as human-computer interaction including user experience, interaction design, user-centered design, information architecture, and evaluation and testing. Prerequisite(s): CT 207.

**CT 224. TV Studio/Remote Production I. 3 Hours.**
In this course, taught through lecture and hands-on experience, students learn how to organize and execute live productions inside the Television Studio and with NESCom’s 32-foot Digital Remote Production Unit, integrating the principles of content pre-planning and technical workflow to allow for a cohesive product from many different individuals. With a heavy focus on technical skills, this class teaches teamwork and communication in a live environment. This avenue of video distribution offers challenges and rewards whether students are in the field televising a football game or behind the switcher for a newscast. Prerequisite(s): CT 105.

**CT 224L. TV Studio/Remote Production I Lab. 0 Hours.**
This lab reinforces lectures through hands-on experience. Students learn how to organize and execute live productions inside the Television Studio and with NESCom’s 32-foot Digital Remote Production Unit, integrating the principles of content pre-planning and technical workflow to allow for a cohesive product from many different individuals. With a heavy focus on technical skills, this class teaches teamwork and communication in a live environment. Prerequisite(s): CT 105.

**CT 225. Audio III - Fundamentals of Mixing. 3 Hours.**
Focusing primarily on mixing, this course is a compliment to CT 320. In the lab, students perform weekly mixes, building technical and listening skills. In the lecture, a variety of topics are investigated including studio acoustics and design, gain staging, reference levels and metering, mixing techniques, outboard processing, and essential electrical concepts. Prerequisite(s): CT 213 and CT 220.

**CT 225L. Audio III - Fundamentals of Mixing Lab. 0 Hours.**
Focusing primarily on mixing, this course is a compliment to CT 320. In the lab, students perform weekly mixes, building technical and listening skills. In the lecture, a variety of topics are investigated including studio acoustics and design, gain staging, reference levels and metering, mixing techniques, outboard processing, and essential electrical concepts. Prerequisite(s): CT 213 and CT 220.

**CT 230. Principles of Effective Recording. 3 Hours.**
ocusing primarily on recording, this course is a compliment to CT 310. Concepts covered include advanced instruction in signal flow, microphone choice and technique, preamplifier options, equalization and compression uses, and recording software. Regular recording of performance groups ensure that students have a full understanding of the tracking process. Students hone session management, communication, and record keeping skills to ensure an enjoyable studio experience for all and a quality final product. Prerequisite(s): CT 213 and CT 220.

**CT 230L. Principles of Effective Recording Lab. 0 Hours.**
The lab portion of Principles of Effective Recording reinforces concepts learned in the classroom and serves to complement CT 310. Regular recording of performance groups ensure that students have a full understanding of the tracking process. Through the lab, students hone session management, communication, and record keeping skills to ensure an enjoyable studio experience for all and a quality final product. Prerequisite(s): CT 213 and CT 220.

**CT 231. Web Design - Behavior Layer. 3 Hours.**
This is an intermediate course which focuses primarily on JavaScript and the third layer in the separation of concerns for building a rich user experience on the Web. Students learn programming skills for scripting client-side functionality into web design and development projects. Additional technology topics include JavaScript frameworks and libraries and AJAX. Prerequisite(s): CT 207.

**CT 234. Advanced Lighting for Digital Filmmaking. 3 Hours.**
This course is designed to closely examine the characteristics of light and how it can be used to enhance every aspect of digital filmmaking acquisition. Using a wide array of industry standard fixtures, students learn techniques that will allow them to transform the two-dimensional world of video and present it as a rich textured image, ideal for today's high definition experience. This intense project-based course challenges students to apply critical viewing talents as they further develop the necessary skills required to enter the world of digital filmmaking. Prerequisite(s): CT 205.

**CT 236. The Camera in Motion. 3 Hours.**
Having set a foundation of solid production skills in the first few video based courses, students are now ready to go one step further and put their camera into motion. Much of the work done up until now has been based on compositing non-moving shots. That changes as CT 236 introduces all of the industry standard tools for moving your camera, characters, and action through a scene. Students will learn how to operate Dolly systems, StediCams, jib/cranes, slider systems, and more importantly, you will learn why you use them in your production work. Students' cinematography will have a new sense of professionalism as the camera comes alive in this platforms-based course. Prerequisite(s): CT 205.

**CT 243. Video Compositing & Motion Graphics. 3 Hours.**
This course provides an overview of current software programs used to create motion graphics for various digital media productions. Students learn the skills to composite video and still graphics in after effects and motion, using color, space, keyframes and design in this project-based course that guides them towards creative awareness of animated graphic presentations in a 2D and 3D world. Prerequisite(s): CT 105 and CT 141.

**CT 245. Digital Photography I. 3 Hours.**
This course introduces photography theory and practice. Through lecture and hands on labs, students are given the basic understanding of how to operate a still SLR digital camera. Students learn the terminology, camera operation techniques, and the importance of good composition, lens selection, flash and natural lighting. Basic image manipulation using Photoshop and printmaking will also be covered in this course.

**CT 248. Filmmaking Pre-production. 3 Hours.**
This course covers the process of producing your project and the tasks a producer can be expected to perform. Students will learn location surveying, scripts writing and analysis, storyboarding, camera charts, budgeting, and client communication; skills that are needed for format planning and media organization so as to maximize your potential and that of your crew. The course will examine a range of issues that effect the independent producer, including studio affiliation, independent financing, and project proposals. Prerequisite(s): CT 135.

**CT 250. Live Sound II. 3 Hours.**
Live II continues to build sound reinforcement knowledge and skills through study and hands on experience. Lecture and lab topics include microphones, monitor engineering, wireless audio technologies, and live sound for musical theater. Extensive participation in performance events is required, including concerts, video productions, sporting events, and variety shows. Prerequisite(s): CT 150.

**CT 250L. Live Sound II Lab. 0 Hours.**
The lab portion of Live II reinforces knowledge and skills through hands on experience. Extensive participation in performance events is required, including concerts, video productions, sporting events, and variety shows. Prerequisite(s): CT 150.

**CT 260. Live Sound III. 3 Hours.**
Expanding on the essentials introduced in earlier courses, Live Sound III explores the complex technical concepts involved with system design and operation. Electrical fundamentals, including Ohm's Law, impedance issues, power distribution, grounding, and cabling, are introduced in practical manner, laying the groundwork for later courses. Also introduced are the principals of networking thereby preparing students for the live audio industry of the future. Other activities include weekly ear training and continued involvement in NESCom Live Sound events. Prerequisite(s): CT 250.

**CT 299. Topic/. 1 Hour.**
This course listing is intended to provide the opportunity for faculty to offer courses of interest in Communications Technology that would not normally be part of the University curriculum.

**CT 305. Web Design - Workflow Management. 3 Hours.**
This is an advanced course offering students the experience of planning, designing, developing and deploying professional websites using the latest tools and methods available to the professional web designer/developer. In addition to expanding upon topics covered in previous courses, Web Design - Workflow Management will explore emerging topics and technologies in the field of web design and development. Students will have the opportunity to bring together all of the skills learned in their WebMedia studies so as to create several major website projects for outside clients. Students will be expected to participate in all phases of web project workflow including requirements definition and project planning, through design, development, quality assurance, deployment and support. Prerequisite(s): CT 209.

**CT 307. Web Development I. 3 Hours.**
This course is an intermediate course offering the student the experience of planning, designing, developing and deploying a client-side web application utilizing JavaScript and jQuery. Students taking this course must have successfully completed Web Design - Behavior Layer. Prerequisite(s): CT 209.

**CT 309. Web Development II. 3 Hours.**
This course is an intermediate course offering the student the experience of planning, designing, developing and deploying a server-side web application utilizing PHP and MySQL. Students taking this course must have successfully completed Web Design - Behavior Layer. Prerequisite(s): CT 307.

**CT 311. Interactive Web Design I. 3 Hours.**
This course introduces students to Adobe Flash, a common platform for the development of interactive multimedia content for the web as well as rich internet applications, mobile applications and games. In addition to learning the Flash interface and various animation techniques students will also learn programming skills using Action Script, Flash's internal scripting language. Prerequisite(s): CT 121.

**CT 312. Pro Tools II Post. 3 Hours.**
This course builds intermediate Pro Tools skills as necessary in audio post production. Students learn the components of a TDM system, advanced mixing and editing options, the use of alternate production tools, time operations, alignment techniques, writing and editing automation, recording and comping multiple takes, elastic audio, virtual instruments, MIDI, and beat detective. Students complete hands-on projects involving editing and mixing audio for video in the Pro Tools environment. Prerequisite(s): CT 225 and CT 230.

**CT 313. Pro Tools II Music. 3 Hours.**
This course builds intermediate Pro Tools skills utilized in music production. Students learn the components of a TDM system, advanced mixing and editing options, the use of alternate production tools, time operations, alignment techniques, writing and editing automation, recording and comping multiple takes, plug-ins such as Auto Tune, virtual instruments, MIDI, and beat detective. Students complete hands-on projects involving recording and mixing music in the Pro Tools environment. Prerequisite(s): CT 225 and CT 230.

**CT 314. Business of Music. 3 Hours.**
Business of Music surveys the changing landscape of the modern music industry. The course investigates the business organizations involved in the record and concert industries such as record labels, production companies, radio stations, recording studios, concert venues, and independent engineers and producers. Various topics outline paths of revenue, career options, recording contracts, and copyright issues. Special attention is made toward developing business skills critical for success in this highly competitive field.

**CT 315. Digital Cinematography. 3 Hours.**
Through various exercises, students learn how film and television productions utilize digital cinematography techniques with different types of cameras. Students will explore and evaluate digital image capture from an artistic as well as technical standpoint, and learn to implement image capture techniques in response to a variety of settings. Topics range from determining exposure latitude, lens selection, camera selection, lighting choices, and lighting styles. Prerequisite(s): CT 234 and CT 248.

**CT 322. Advanced Editing for Digital Filmmaking. 3 Hours.**
This course instructs students in the art of integrating video, graphics, and music into one final seamless product. Students will learn about codecs, formats, file structure, and distribution. The class covers how to import, edit, and tie content together so that a cohesive product can be exported for a variety of multimedia platforms. Color correction, motion graphics and advanced filtering are just a few of the skills used to enhance the video. This course has high expectations and challenges students to perform at an elevated level through the creative use of industry standard tools. Prerequisite(s): CT 212 and CT 224 and CT 243.

**CT 325. TV Studio/Remote Production II. 6 Hours.**
The skills acquired in CT 224 lay the foundation for this challenging course. Students focus on all aspects of managing live remote productions. Mastering system integration and crew management affords students certain opportunities usually reserved for seasoned professionals. Producing live events with industry standard equipment such as Grass Valley Switchers and EVS (Elvis) replay systems, successful students are prepared to enter the world of professional remote broadcasts. NESCom’s strategic partnerships with industry broadcasters allow students to gain valuable on-air experience and form beneficial contacts. This demanding course requires strong interpersonal skills and a significant time commitment. Prerequisite(s): CT 224 and CT 322.

**CT 330. Communications Technology Internship. 3-9 Hours.**
This experiential course is a supervised work experience with participating employers for Communications Technology students. It provides for the application of classroom learning in a professional work environment. Prerequisite(s): (Major=BS Communications Technology - Audio Engineering or Major=BS Communications Technology - Live Sound Tech or Major=BS Communications Technology - Video Production or Major=BS Communications Technology - WebMedia) and College Level=Junior.

**CT 335. Electronic Music Technology. 3 Hours.**
The course covers the practices and principles of analog and digital sound synthesis, sequencing, sampling, and MIDI. Use of both hardware and software devices are employed and students learn techniques to create music tracks with various controllers and synthesized instruments. Electronic Music Technology also includes an overview of industry and technology innovators, an introduction to sound design methods and applications, and a survey of electronic musical equipment commonly found in internship and employment scenarios. Prerequisite(s): CT 225 and CT 230 and CT 215.

**CT 336. Sound Design for Film, Gaming & Other Media. 3 Hours.**
This course introduces students to envisioning and producing sounds for visual media, including film, television, computer-based animation, websites, and games. Applications involve creating and refining cut effects, ambiences, sound iconography, and an introduction to Foley effects. The course will focus on the practices and skills required to utilize computer-based post-production software and will prepare students for the role of sound designer and to work under a supervising sound editor.

**CT 339. Electronic News Gathering (ENG). 3 Hours.**
This course prepares students for the creative undertaking of photojournalism. Students are expected to utilize equipment to capture and portray assigned stories taking place around campus and the surrounding communities. Participants hone their skills in shooting professional video, lighting various locations, and sharpening interviewing skills. Consistent with the expectations of the industry, students are expected to produce at a high level, and meet pressing deadlines. Prerequisite(s): CT 205.

**CT 340. Introduction to Post Production, Audio & Video. 3 Hours.**
Students seeking to enter the field of audio post production need to be exposed to and be able to assist with its visual side. This course will explore the fundamentals of editing video and combine it with the audio portion of their work. From file management to compression schemes and from editing on a timeline to distribution methods, students will look at the various factions of video, including commercials, films, live productions, and television shows. The course will also look at how the pieces of audio post production work with these variations of video, with a snapshot of Foley work, ADR, SFX mixing, and surround sound editing. Prerequisite(s): CT 225 and CT 230.

**CT 342. Video Compositing and Motion Graphics II. 3 Hours.**
This course is designed to enable students to composite footage shot with a video camera with assets created in a 3D modeler or 2D graphics program. Students will learn techniques of motion tracking, rotoscoping, advanced virtual camera movement, and photogrammetry in order to create realistic composites and special effects. Students will also expand their knowledge of programs such as Photoshop and After Effects and Maxon's Cinema 4D. The goal of this course is to take previously learned techniques for creating news graphics and expand that skill set for use in digital film making. Prerequisite(s): CT 105 and CT 141 and CT 243.

**CT 345. Digital Photography II. 3 Hours.**
This intermediate level photography is a continuation of CT 245. Through lecture and hands on labs, students will learn about raw acquisition, picture style settings, handheld light meters, strobes, wireless triggers, types of lights and lighting set-ups. Styles of photography to be covered will be photojournalism, sports, portrait, and commercial. Intermediate image manipulation using Photoshop and printmaking will also be covered in this course. Prerequisite(s): CT 245.

**CT 351. Digital Audio for Live Sound. 3 Hours.**
In this course students receive hands-on training on multiple sound reinforcement consoles. A survey of broadcast mixing fundamentals is also included, as well as required participation in multiple events as a mix, monitor, broadcast, or recording engineer. Prerequisite(s): CT 260 and CT 213.

**CT 352. Sound Reinforcement and Speaker Systems. 3 Hours.**
This course focuses on sound system design and optimization including processing, amplifiers, loudspeakers, and system analysis tools. Students pay special attention to system optimization, including impedance, phase, and coverage concerns. Other assignments entail system design projects, audio ear training, and involvement in concert events. Prerequisite(s): CT 260.

**CT 353. Narrative Directing. 3 Hours.**
This course fosters an appreciation of the many hats worn by directors as they guide productions to the finished product. At any given time, directors may be expected to adapt a written manuscript into a visual form, shape acting and set the scene from shot to shot. Directing also involves working with crewmembers to keep the flow of the story consistent through numerous takes. Prerequisite(s): CT 315.

**CT 357. 3D Animation. 3 Hours.**
Students in 3D Animation learn industry standard software being used today to create video games, television shows and major motion pictures around the world. Blender allows for the design and rendering of high end imagery, whether it is integrated with live action video or used as stand alone animation. Using the basic skills of three-dimensional work - modeling, layout, and animation - students create vivid atmospheres and physically simulate models through these environments. Prerequisite(s): CT 311.

**CT 404. Stage Wiring & Electronic Troubleshooting. 3 Hours.**
This course introduces the various technologies found in a live concert, theatrical performance, or broadcast event. Topics include workplace safety, troubleshooting, electricity, frequency considerations in wiring, Ohm's law, ground loops, and intercoms. Projects include soldering, cable construction, and building at least one electronic test equipment project. Prerequisite(s): CT 230 and (CT 260 or CT 225).

**CT 405. Mobile Application Development. 3 Hours.**
This is an advanced course offering the student the experience of planning, designing, developing and deploying professional mobile applications for iOS and Android using the latest tools and methods available to the professional app designer / developer. Students will have the opportunity to bring together all of the skills learned in their WebMedia studies to create a deployable mobile application ready for submission to Apple and Google and potentially other platforms as well. Prerequisite(s): CT 231 and CT 461.

**CT 409. e-Commerce Development. 3 Hours.**
This is an advanced course offering the student the experience of planning, designing, developing and deploying secure professional e-commerce websites using the latest tools and methods available to the professional app designer/developer. Prerequisite(s): CT 231 and CT 461.

**CT 411. Interactive Web Design II. 3 Hours.**
This course continues the examination of interactive content for the web by exploring different strategies and technologies for designing, developing and deploying such content. Prerequisite(s): CT 311.

**CT 415. WebMedia Senior Project. 3 Hours.**
WebMedia Senior Project is an advanced course offering the student the experience of planning, designing, developing and deploying a professional rich Internet application leveraging all of the skills and techniques learned in previous courses.

**CT 416. Fundamentals of Audio Post. 3 Hours.**
This course offers foundation level training in audio post-production for TV, film, and other medias. Processes such as dialogue editing, ADR, sound effects editing and design, Foley recording, music editing and mixing (re-recording) are investigated in lecture and practiced through personal lab projects. Prerequisite(s): (CT 312 or CT 313) and CT 340.

**CT 417. Advanced Audio Engineering. 3 Hours.**
This course instructs students in advanced music production procedures including the setup and use of the API Vision for tracking and mix sessions, recording and mix techniques, troubleshooting in the studio, working with producers and artists, use of software to edit recorded performances, and mastering. Prerequisite(s): (CT 312 or CT 313) and CT 335.

**CT 419. Live Sound Mixing. 3 Hours.**
Live Sound Mixing focuses on the responsibilities of the front of house engineer, including advancing a show, system calibration, and mixing. Topics include transducer selection, design of event-appropriate systems, advanced monitor engineering, and system optimization. Focusing on both show flow and technique, students mix pre-recorded material in weekly labs. Stress is placed on aesthetics issues such as loudness, mix musicality, and stylistic appropriateness. Other course activities include reading and writing assignments, advanced ear training, an introduction to event management, and participation in NESCom events as the principle mix engineer. Prerequisite(s): CT 351 and CT 352.

**CT 429. Advanced Audio Post. 3 Hours.**
In Advanced Audio Post students gain further experience in the production of audio for visual medias. Students complete extensive projects and receive significant studio time to record, edit, and mix sound effects, Foley, dialogue, and music.

**CT 430. Live Performance Production. 3 Hours.**
As the capstone live sound course, Live Performance Production puts graduating students' knowledge to test. Functioning as Event Leads, students individually advance and manage multiple NESCom events. Development of professional skills is central to the course, including personal organization, time management, interpersonal communication, and troubleshooting. Students also perform weekly shop hours to maintain department equipment and function as system techs at various events. Prerequisite(s): CT 419.

**CT 431. Advanced Music Production. 3 Hours.**
As the capstone course in the Music Production curriculum, students have the opportunity to put learned skills to use by recording, mixing and mastering a complete musical project. Students are responsible for selecting an artist, helping them prepare and record their material, then mix, master, and deliver results in a production-ready package. Students receive significant studio time to complete the project to the satisfaction of both the artist and faculty advisor.

**CT 441. Video Workshop. 3 Hours.**
In Video Workshop the class works with the instructor to select an interesting and challenging long format project for a client and then creates a finished product that is of broadcast quality. Projects completed in prior semesters have been distributed nationally. Students produce, script, shoot and edit all aspects of the selected project and then assist in its mass production and distribution. This course ultimately provides students with a competitive advantage in the market. Due to the nature of this course, there are high expectations for students since their work represent NESCom. It is taken by permission only from the Department Head and Curriculum Coordinator.

**CT 461. Web Applications I. 3 Hours.**
Web Applications I is an intermediate course offering the student the experience of planning, designing, developing and deploying professional rich Internet applications on the LAMP platform (Linux, Apache, MySQL, and PHP), utilizing existing development frameworks such as CakePHP, Ruby on Rails, and Zend. Prerequisite(s): CT 231.

**CT 471. Web Applications II. 3 Hours.**
This is an advanced course offering the student the experience of planning, designing, developing and deploying professional rich Internet applications on the LAMP platform (Linux, Apache, MySQL, and PHP), utilizing development frameworks such as CakePHP, Ruby on Rails, and Zend. Students taking this course must have successfully completed Web Applications I. Prerequisite(s): CT 461.

**CT 499. Topic/. 1-3 Hour.**
This course listing is intended to provide the opportunity for faculty to offer advanced courses of interest in Communications Technology that would not normally be part of the University curriculum.

# ED (ED)

## Courses

**ED 201. Phil Foundations of Education. 3 Hours.**
An integral component for all education majors, this course is designed to provide a basic understanding of the rewarding, yet challenging, teaching profession. Students broadly explore an overview of the educational field and its philosophical, political, legal, and social foundations. Current issues impacting education in a changing society will be examined. Coursework is intended to stimulate thoughtful reflection as students use information to develop their own beliefs concerning educational issues. Students will complete their first 30 hour clinical as part of this course.

**ED 202. Methods of Teaching Outdoor and Adventure Education. 3 Hours.**
The course is designed to expose students to a variety of outdoor experiences with an emphasis on student participation in the activities. Students will also explore ways to incorporate outdoor in a variety of educational settings. Mastery of certain skills and the methodology employed in presenting these skills will be central to the course. Examples of the types of activities that may be covered through the course include canoeing, hiking, mountain biking, orienteering, camping skills, outdoor games, and an introduction to winter sports.

**ED 203. Clinical Experience. 0 Hours.**
Clinical Experiences All Education students are required to complete one 30 clock-hour block of a non-credit clinical observation experience in K-12 schools. This experience is completed as part of ED 201 Philosophical Foundations of Education and is designed to allow students to better understand the profession by observing experienced teachers in classroom settings. Through this experience, future educators will gain an appreciation of what happens “behind the scenes” in schools and other professional settings. Prerequisite(s): ED 201.

**ED 204. Classroom Management. 3 Hours.**
This course is designed to explore classroom management practices in educational settings. The course is taken concurrently with an education practicum so students will be able to observe and implement the techniques of practicing teachers in the areas of behavior modification, social skills training, and classroom management structures.

**ED 208. Skills Activities. 3 Hours.**
This course explores the application of learning and performance of motor skills in a variety of activities. Dance, racquet sports, aquatics and track/field will be participatory and allow students to gain experiential opportunities with instruction, drill progression, strategies, equipment and facility preparation and reflection. Instructor and peer feedback will enhance this class, and allow tactical decision-making competencies.

**ED 213. Curriculum and Evaluation in Health and Physical Education. 3 Hours.**
This course introduces Health and Physical Education majors to curriculum design and policy. Students will explore how to create, design, organize and evaluate a K-12 Health or Physical Education curriculum. Students will also learn how such a curriculum would be implemented and be expected to relate how a curriculum map ensures that all appropriate Maine Learning Results and grade level competencies are included. This course addresses multiple outcomes relating to the curriculum found in InTASC.

**ED 215. Teaching Elementary Health Education. 3 Hours.**
This course covers the foundation for healthy habits and active lifestyles which are introduced and reinforced during the K-8 experience. Topics that build both self-esteem and character, along with experiential health and physical activities will be examined. The American Association for Health Education and the Maine Learning Results will be used in conjunction with curriculum guides as students design lessons and units in health education.

**ED 222. Personal Health & Fitness. 3 Hours.**
This course is designed to introduce the health and physical education student to a core of competences to employ at the K-12 teaching levels. Several health topics will be covered including personal fitness, mental health, stress management, nutrition and diet, tobacco, and cardiovascular disease, as well as a variety of fitness and healthy experiences with an emphasis on actual participation in the activities.

**ED 223. PE/Health Practicum I. 1 Hour.**
The Practicum courses are one credit offerings designed to provide field experience for students enrolled in the three ED methods courses associated with their major. They are in the areas of Elementary, Secondary and Adaptive PE/Health. In most cases, the field experience will be chosen to coincide with the methods course in which the student is enrolled. The student will log at least 30 hours in a placement, most often within a school, secured by the clinical placement supervisor. This course is taken by physical education majors concurrently with ED 446. Prerequisite(s): ED 203.

**ED 230. Children's Literature. 3 Hours.**
Welcome to children’s literature. This survey course provides an overview of children’s literature, its genres, authors, ideas for instruction and response, criteria of selection, children’s development, and the teacher as reader. You will explore ways in which you bring children to diverse, contemporary children’s literature in the language arts and content areas as you become more experienced, insightful, and informed readers with children’s literature.

**ED 231. Curriculum & Instruction. 3 Hours.**
This course is designed for students in the elementary/secondary education K – 12 programs. It is a general methods course for curriculum design, development and methods of instruction. This course focuses on the "what to teach", "how to teach", and “planning the context for teaching and learning” with the goal of providing an integrated approach in instruction. Such an integrated approach involves interventions (accommodations and modifications) in the design of instruction to teach all learners. This course ensures that pre-service teachers gain a broad knowledge in the methods of instruction as well as supporting diversity in the classroom.

**ED 240. History and Philosophy of Physical Education. 3 Hours.**
This course is an introduction to the philosophical and historical principles of health and physical education. It will include an historical overview of these education disciplines and cover current day principles. This course also offers an opportunity for critical examination of both theory and practice in the professions of health and physical education, wellness, sport and fitness.

**ED 243. Team Sports/Tech & Strategies. 3 Hours.**
Formal physical education, recreational and camp settings include games and strategies. It is the strategies component that enhances participation. Understanding game strategy promotes application of techniques and skills. Games research has also shown that the more strategy participants understand, the greater the chance of participation and satisfaction (Mitchell, S.). Thus tactical problem solving and teaching strategies will be the points of emphasis within a variety of invasion, net/wall, target, and striking/fielding games. Students will have the opportunity to learn skills, drills, techniques and strategies, and practice planning and teaching sport lessons during class.

**ED 302. Adapted and Developmentally-Appropriate Physical Education. 3 Hours.**
Adapted and developmentally appropriate physical education programs are the art and science of developing, implementing, and monitoring carefully designed instructional programs to meet the unique needs of individuals. Teaching approaches are both task-specific and developmental in nature and the course is designed to enable teachers to successfully address a range of specific needs in the physical education setting. This course is based on authentic and comprehensive assessments to give participants skills necessary for a lifetime of leisure, recreation, and sport experiences to enhance physical fitness, participation and wellness.

**ED 307. Technology in Education. 3 Hours.**
An introductory course surveying the history and structure of the field of instructional technology, with an emphasis on integrating as an educational tool. Students will experience creative skills and confidence necessary to use mainstream and emerging hardware and software available in most school settings.

**ED 310. Educational Practicum I. 1 Hour.**
ED 310 Education Practicum is the first classroom experience for university students considering the profession of teaching by spending time in an assigned classroom, students will shift their perspective from that of a student to that of a teacher. This experience is designed, in part, to provide students with the opportunity to interact with a mentor teacher and pupils in a classroom setting. The extent of involvement will depend on the needs of the teacher, the organization of the classroom, and the stage of development of the practicum student. This course is viewed as a shared professional responsibility among teachers, administrators, and Husson faculty to provide a professional classroom experience for participating students. Prerequisite(s): ED 203.

**ED 314. Assessment Practices. 3 Hours.**
Presents comprehensive and balanced coverage of all aspects of assessment relevant to classroom teachers. Students learn to construct and use paper-and-pencil, alternative, and standardized assessments; analyze objectives; use grading systems; and judge assessment quality.

**ED 316. Methods in Science. 3 Hours.**
Science education is presented with a constructivist approach. Students become familiar with curricular content, methodology, and instructional planning that stimulates scientific interest and concept formation. Resources for science education will be collected for future. With a constructivist approach in mind, techniques for assessing student inquiry processes are explored. Students also learn ways to use instructional and design technology to enhance lessons.

**ED 317. Methods in Secondary Science. 3 Hours.**
This course offers a hands-on, practical approach that introduces students to a variety of strategies they can directly implement upon entering a position as a 7-12 teacher of science. Concentrating on practical application rather than theoretical implications, students will refine and add to their repertoire of teaching strategies. We will begin by learning how differentiating activities, based upon learning styles and ability, can enhance the learning of each student in a classroom. Students will be engaged in the direct completion of project-based learning in the form of laboratory experiences, lesson building, and cooperative tasks. Direct implementation of current science project-based pedagogy will be the emphasis. Students will apply their understanding of the new methods by creating a series of mini-lessons, typical lessons, and projects that are reflective of their understanding. Teaching science is not just about creating lesson plans and writing labs – it is also about engaging students, maintaining their interested in science and devise a number of ways to motivate them to complete their learning tasks and raise their aspirations. Many classes will begin with sample laboratory experiences and will then progress forward to introduce, explain, and model different methods for instruction, questioning, and assessment; all within the context of product-based inquiry. The course will seek to help pre- service teachers to develop an understanding and appreciation of science. This will hopefully make an impression upon students to acquire knowledge, attitudes, and skills essential to science literacy. Prerequisite(s): ED 331.

**ED 318. Teaching Students With Special Needs. 3 Hours.**
This course is designed to provide Career and Technical Education (CTE) teachers, educational technicians and teachers-in-training the necessary skills to develop learning environments where all special needs students can be successful. It is built upon the foundations of current legislation, appropriate curricula, assessment modifications and individualized instruction using successful teaching strategies to provide improved levels of success for students with special needs.

**ED 319. Methods in Secondary English. 3 Hours.**
In this course students learn how to teach reading and writing genres with secondary students. We explore strategies and processes in the English Language Arts while connecting it to literacy across the curriculum. We explore literacy and technology, accommodations and differentiated learning, assessment, selection of literature to serve purposes for reading and writing, issues in the secondary classroom, and models of instruction. We will inquire into certain questions, such as, What methods work best with adolescents? How does technology fit into the classroom? Why is reflection a big deal? How does the English teacher address reading and writing in the content areas? What does being an English teacher mean? You will be both a student in the course, participating in practices, and a teacher, designing and implementing learning sequences. The course objectives address the Common Core, InTASC, and ISTE NETs standards. Prerequisite(s): ED 331.

**ED 320. Education Practicum II. 1 Hour.**
Education Practica provide classroom experience for university students thinking of becoming teachers. By spending time in an assigned classroom students will shift their perspective from that of a student to that of a teacher. These experiences should be viewed as pre-student teaching opportunities and are designed, in part, to provide university students with the opportunity to interact with a mentor teacher and students in a classroom setting. The extent of involvement with the mentor teacher will depend on his or her needs, the organization of the classroom, and the stage of development of the practicum student. Practicum students have varied backgrounds and experiences. These strengths and experiences should be utilized to enrich the learning opportunities for the students in the classroom and the practicum student. This program is a shared professional responsibility among teachers, administrators, and Husson faculty to provide a professional classroom experience for university students seeking a career in teaching. Prerequisite(s): ED 203.

**ED 321. Educating Exceptional Students. 3 Hours.**
Prepares classroom teachers to successfully educate students with disabilities within the regular classroom setting. While the primary focus is to manage the instructional requirements of students with disabilities, the course incorporates the legal and ethical standards for mainstreaming and the roles of parent advocacy and support groups. Additionally, students become familiar with instructional issues represented by students from culturally, ethnically, and socio-economically diverse populations. Course content also explores the importance of enhancing educational opportunities of diverse learners via procedural due process, diagnostic practices, and development of professional and parent collaboration.

**ED 323. PE/Health Practicum II. 1 Hour.**
The Practicum courses are one credit courses designed to provide field experience for students enrolled in the three ED methods courses associated with their major. These are in the areas of Elementary, Secondary and Adaptive PE/Health. In most cases, the field experience will be chosen to coincide with the methods course in which the student is enrolled. The student will log at least 30 hours in a placement secured by the clinical placement supervisor. In most cases, this will be a school setting. Students will be responsible for arranging their own schedule with their cooperating teacher. The hours logged should be recorded over a period of 4-8 weeks and should be on a regular schedule. In addition to the hours recorded in the placement, students will be expected to attend 3-4 meetings with the field supervisor and/or placement supervisor during the course of the semester. Prerequisite(s): ED 203.

**ED 325. Brain Gym. 3 Hours.**
This course provides an introduction to educational kinesiology and an overview of Brain Gym movements. Students will also learn a multi-step implementation process for increasing concentration, participation and problem-solving in the classroom. The highly interactive course design encourages the integration of Brain Gym techniques throughout the learning process.

**ED 330. Substance Abuse and Prevention. 3 Hours.**
Society faces abuse challenges as a result of domestic and global sources of addictive substances. This course offers an opportunity for critical examination of both theory and practice as students analyze available data on substances such as nicotine, caffeine, alcohol, over the counter drugs, prescriptive drugs and illegal drugs. Students also examine the role family, friends, education, the media and/or marketing may play in the decision-making process of individuals. Drug prevention programs and rehabilitative programs are reviewed with video input from professionals. Course content is drawn from videos, interviews, research, case analysis, projects and online discussion. These serve as reflective tools to build the student's knowledge.

**ED 332. Teaching Writing in the Schools. 3 Hours.**
This course is based on the belief that teachers of writing at any grade level teach with greater understanding when they are active writers themselves and when their writing has a place and function in the world. Participants practice in instruction that draws on research on teaching writing, in assessment of writing, and in the teaching of the writing process approach, conducting conferences, modeling, and writing in the content areas with applications in the classroom. Adapting instruction to the development of writers is included. Participants focus on how they, as teachers solve problems in writing so they support young writers develop their writing. Strategies of instruction are explored through focused lessons addressing Common Core standards and demonstrated during our sessions. Integration of practicum experience and application of course principles and strategies are expected.

**ED 350. Teaching Elementary and Secondary Health Education. 3 Hours.**
This course can help prepare elementary and secondary level health educators with information, classroom management techniques, instructional strategies and appropriate curriculum, as well as provide opportunites for teaching health lessons to peers with peer feedback.

**ED 352. Emerging Trends In Career and Technical Education. 3 Hours.**
This course is designed to provide the participant an overview of current events, issues, and policies aligned to Career and Technical Education (CTE) from a National, regional, and local perspective. The design of the course will ask students to be reflective about their school, classroom, and personal challenges regarding their involvement in Career and Technical Education.

**ED 380. Curriculum-based Instruction for the CTE Classroom and Shop. 3 Hours.**
This course will focus on brain-based learning, strategies to develop student skills as readers, writers, and thinkers, Quadrant D lesson planning, gradual release of responsibility model, and questioning techniques.

**ED 381. Introduction to Effective Classroom Management. 3 Hours.**
This course is designed to provide the participant an overview of current events, issues, and policies aligned to Career and Technical Education (CTE) from a National, regional, and local perspective. The design of the course will ask students to be reflective about their school, classroom, and personal challenges regarding their involvement in Career and Technical Education.

**ED 382. Introduction to CTE Classroom Teaching. 3 Hours.**
This course is designed to provide the participant an overview of current events, issues, and policies aligned to Career and Technical Education (CTE) from a National, regional, and local perspective. The design of the course will ask students to be reflective about their school, classroom, and personal challenges regarding their involvement in Career and Technical Education.

**ED 383. E-Portfolio for Teachers. 3 Hours.**
This course is designed to provide the participant an overview of current events, issues, and policies aligned to Career and Technical Education (CTE) from a National, regional, and local perspective. The design of the course will ask students to be reflective about their school, classroom, and personal challenges regarding their involvement in Career and Technical Education.

**ED 389. Educational Psychology. 3 Hours.**
The course examines the educational perspectives of K-12 students. Students in the course will incorporate the principles of educational psychology in a variety of classroom settings and decision-making processes. Authentic case studies will be used to analyze the practical applications of these principles in teaching and learning situations. Theories, principles, and issues investigated in this course are cognitive, linguistic, personal, social, emotional & moral development, and students with special needs. There will be an in depth study of how students learn in the areas of cognitive learning process, construction of knowledge, behavior views of learning, social cognitive learning and motivation. Instructional processes will be examined in relation to instructional strategies, student interactions, and learning assessment. This is a third year course. Students will demonstrate their understanding by identifying the principles of educational psychology during visits to their assigned schools. Prerequisite(s): PY 111.

**ED 404. Methods in Reading. 3 Hours.**
This course explores research-based reading practices in teaching K-8 readers. It introduces assessment, curriculum, and instructional strategies that can be adapted for middle and secondary students. The course covers a variety of topics that may include children’s development, the relationship between oral language and reading, reading aloud, shared and guided reading, teaching elements of genre and strategies addressing five pillars, or components of literacy. With the idea that assessment drives instruction students practice approaches to teaching reading strategies, language experience, and literature-based explicit reading instruction with a focus on socio-cultural influences. Participants practice the assessment and instruction in an interactive environment where teacher is reader.

**ED 408. Methods in Language Arts. 3 Hours.**
This course introduces students to current methods in teaching the language arts including reading and writing, assessment and observation, writing workshop, conventions in writing, emergent literacy, oral language development and ways technology can serve K-8 classrooms. Students will explore how language arts instruction can be integrated into content area learning. This course is interactive and gives students the opportunity to practice the methods they learn. Students will also explore how language arts are a result of cultural and social experiences. They will investigate and practice instructional approaches to teaching and learning in the language arts. Students will develop the skills to guide children's experiences and learning, and develop a professional perspective and awareness by becoming acquainted with resources available for teachers.

**ED 409. Methods in Mathematics. 3 Hours.**
Introduces mathematic concepts and problem solving strategies along with real-world applications. Methods emphasize an active learning process in which children engage in guided discovery and problem solving opportunities. Teachers learn to coach youngsters to reflect on their process to clarify ideas for themselves and to share their thoughts with others. Models of engaged learning scenarios will be developed and discussed.

**ED 410. Assessment in Health and Physical Education. 3 Hours.**
The focus of this course will be on measurement and assessment of achievement. Multiple practice opportunities will be provided in designing and implementing measurement/evaluation methods and tests recognizing that the ultimate purpose is to enhance the decision-making process so improvement can be made (Baumgartner, 2007). Both the classroom and lab will be utilized to implement health and physical education tests and evaluation. Students gain skills using assessments within physical education and health education content. Tools for assessing the levels of competency are utilized at each elementary and secondary grade level. Teacher preparation students will apply these assessment tools to current programs.

**ED 411. CTE Assessment I. 3 Hours.**
This course will provide an introduction to the use of formative, summative and diagnostic assessments. Specific topics will include the appropriate use and design of certification tests as well as reading and math assessments.

**ED 415. Methods in Social Studies. 3 Hours.**
Methods in teaching Social Studies provides students with an overview of the field of Social Studies, selected issues in the field, and best practice strategies for teaching social studies in the K - 8 classroom. Students will identify important social studies knowledge, skills, and dispositions; investigate how students learn most effectively; and apply this new learning to lesson/unit design and instruction. Curriculum will be aligned to both national and state standards for both social studies and literacy.

**ED 419. Mentoring Children and Youth. 3 Hours.**
Through experience in this course, students will develop a mentoring relationship with either an elementary or middle school student. Mentoring can be an intense process where a positive, adult role model is matched with a youngster who needs assistance with academic efforts and social/behavior issues. This course will provide insight to many issues that surround a youngster's life. Issues and topics on poverty and education, cross-cultural competencies, tutoring skills, goal setting and violence in schools and society will be addressed.

**ED 420. Physical Activity Programming in Youth Development. 3 Hours.**
This class will provide a philosophical and practical base for working in youth development programs. This class will discuss the history of youth development programming, the current trends in youth development and the role of physical activity as a tool to better serve youth. This class will focus on programs that serve youth through physical activity, with special emphasis on goals of personal and social responsibility.

**ED 421. Evaluating Youth Development Programs. 3 Hours.**
Students will become aware of various models for evaluating youth development programs, and become familiar with the rationale and various assumptions for evaluating youth development programs. Students will also understand the various data sources for evaluating youth development programs, and be knowledgeable of the various ways to analyze, interpret, and disseminate data collected in the evaluation process.

**ED 422. Educational Studies. 6 Hours.**
ED 422 is the capstone experience for education students seeking future employment in a setting other than a traditional classroom. The 90-hour internship is spread over a minimum of twelve weeks and allows students to gain practical experience working with staff, learners, and other members of an agency or organization in a community setting (e.g. municipal recreations departments, public libraries, children's museums, social service agencies, etc.) During this field experience, students learn about the organization or agency, study the implementation and evaluation of its programming, and design a related project to contribute to the site. The connected on-campus class will provide an opportunity for students to share their experiences and provide peer feedback.

**ED 423. PE/Health Practicum III. 1 Hour.**
One credit practicum courses are designed to provide field experience for students enrolled in the three ED methods courses associated with their major. These are in the areas of Elementary, Secondary and Adaptive PE/Health. In most cases, the field experience will be chosen to coincide with the methods course in which the student is enrolled. The student will log at least 30 hours in a placement secured by the clinical placement supervisor. In most cases, this will be a school setting. Students will be responsible for arranging their own schedule with their cooperating teacher. The hours logged should be recorded over a period of 4-8 weeks and should be on a regular schedule. In addition to the hours recorded in the placement, students will be expected to attend 3-4 meetings with the field supervisor and/or placement supervisor during the course of the semester. Prerequisite(s): ED 203.

**ED 430. Educational Practicum III. 1 Hour.**
Education practica provide classroom experiences for future teachers. These experiences are designed, in part, to provide students with the opportunity to interact with a mentor teacher (MT) and pupils in the classroom setting. The extent of involvement with an MT will depend on the needs of the teacher, the organization of the classroom, and the stage of development of the practicum student. Strengths and experiences gained from practica should enrich the learning in the classroom. Prerequisite(s): ED 203.

**ED 440. Disease Prevention & Health Promotion. 3 Hours.**
In this course, core competencies regarding disease prevention and health promotion will be obtained, practiced and employed. Students will build upon personal health and wellness skills, and incorporate diverse perspectives in designing and implementing a Health Promotion program.

**ED 441. Community Health. 3 Hours.**
Community Health encompasses the topics of public health issues, policies and community health services across the lifespan. Students also study global health issues, community health issues and the impact of environment, geographic location and socio-economic status on human health, as well as public policies and health services. In this course, students will research and present a community health education and picture project.

**ED 444. Individual Sports & Lifetime Activities. 3 Hours.**
This course is designed to provide an informational and experiential overview of pursuits that may be classified as individual sports and lifetime activities. Attention will be paid to what place these activities may have in schools, recreational programs and other programs associated with youth development and learning. The role of lifetime fitness and health will be discussed and explored.

**ED 445. Comprehensive School Health. 3 Hours.**
This course will focus on the need for comprehensive school health education for students and society. Students will examine the role of the health educator as coordinator of the school health program. National Health Standards will guide the curricula as students learn about policies, procedures and activities designed to promote K-12 healthy living.

**ED 446. Elementary P.E. Methods. 3 Hours.**
This course is designed to teach prospective physical education teachers the concepts necessary to become an effective teacher. The class will study classroom management, planning, teaching instruction, student feedback and assessment. Students will have the opportunity to practice planning and teaching techniques during the concurrent practicum ED 323 PE/Health Practicum II.

**ED 447. Secondary P.E. Methods. 3 Hours.**
This course is designed to teach prospective physical education teachers the concepts necessary to become an effective teacher. The class will study classroom management, planning, teaching instruction, student feedback and assessment. Students will have the opportunity to practice planning and teaching techniques by conducting lessons during the attached practicum experience.

**ED 450. Student Teaching/Seminar in Teaching. 15 Hours.**
ED 450 is the culminating experience of the Husson Teacher Education Program and occurs after all other coursework and requirements have been completed. It has two required concurrent sections: a sixteen-week student teaching field placement and a weekly capstone seminar in teaching. This dual approach is designed to integrate pedagogy and professional practice to ensure that clear connections are made by student teachers as they strive to become effective educators. The InTASC Model Core Teaching Standards and the National Educational Technology Standards for Teachers NETS-T provide the framework for both the student teaching section and the seminar. ED 450 is viewed as a collaborative undertaking among students, instructors, and supervising teachers.

**ED 499. Topic/. 1-3 Hour.**
This course is intended to provide the opportunity to offer advanced courses in education that would not normally be a part of the Husson curriculum. As such the topics will depend upon the interests of students and faculty.

**ED 601. Theoretical Foundations of Learning. 3 Hours.**
This is an advanced study of the application of the principles of educational theory and psychology in teaching students PK–12. Theories, principles, and issues investigated in this course include cognitive, linguistic, personal, social, emotional and moral development, the role of educational theory in practice, and students with special needs. Students in the course will incorporate the principles of educational psychology and an array of theoretical frameworks in a variety of classroom settings and decision-making processes. Authentic case studies will be used to analyze the practical applications of these principles in teaching and learning situations. The course includes an in-depth study in the areas of cognitive process, construction of knowledge, behaviorists' views of learning, social cognition, and motivation. Students will conduct analyses of learning theories in light of this knowledge. Instructional processes will be examined in relation to instructional strategies, student interactions, and learning assessment. Emphasis will be on the development of successful academic and social interventions using an inquiry-based approach. Students will demonstrate their understanding by identifying the principles of educational psychology and learning theory in their school setting.

**ED 603. Advanced Curriculum and Instruction. 3 Hours.**
This graduate level core course is designed to enhance student understanding of curriculum content, design, policy, and instructional strategies through the application of curriculum theory, assessment and technology. Students acquire skills in planning the context for learning utilizing authentic experiences for diverse populations and the promotion of successful academic and social interventions using an inquiry-based approach.. Identification and implementation of research-based instructional strategies is examined. Curricula are analyzed using an integrated approach to instruction that promotes grade level competency. Students demonstrate curricula mapping in accordance with Maine standards.

**ED 701. Introduction to School Guidance Counseling. 3 Hours.**
This course will survey the philosophy, objectives, principles and program of comprehensive developmental school guidance programs at the K-12 level. The course will focus on National and State Models of School Counseling.

**ED 702. Advanced Assessment Practices. 3 Hours.**
In this advanced assessment course students will develop an understanding of current trends, issues, and practices in assessment and apply their understanding to classroom, school, and district practices. This core course in the master of education program is conducted in seminar format. Students prepare for course meetings and participate in whole group discussions online and in person related to the readings, current practice, experience in assessment, and knowledge of trends and issues, making connections between the theory and classroom, and school-wide practices. Students will create and reflect upon online discussions to analyze the strengths and purposes of assessment instruments, analyze data, evaluate recommendations and interventions based on assessment findings, and synthesize the information in communication appropriate to different stakeholders, colleagues, administrators, and families. Students will present practices, findings of research, analyses of assessments in multi-media presentations and develop an e-portfolio documenting the processes of the course, the self-evaluation, and the learning in the course.

**ED 705. The Changing Role of the School Counselor. 3 Hours.**
This course will review the historical and philosophical bases for school counseling programs, explore traditional roles for the school counselor, and examine the ethical and legal responsibilities of school guidance counselors. Focus will be given to recent applications of contemporary theories in educational settings as well as the role of the counselor in assisting all students in academic, career, and personal/social domains.

**ED 706. STEM in the Classroom. 3 Hours.**
This course provides the foundations of science, technology, engineering, and math (STEM) education disciplines based upon the Next Generation Science Standards (NGSS) and the Math and ELA Common Core Standards. The approach used will be a multi-disciplinary experiential learning method that will engage participants in scientific and mathematical practices that can be directly applied in the classroom to help learners make connections across curricula. Core topics include STEM pedagogy, the nature of STEM education disciplines, integrative STEM learning, and deepening knowledge within the STEM disciplines. Course objectives are grounded in the the Interstate Teacher Assessment and Support Consortium (InTASC) Model Core Teaching Standards and the National Educational Technology Standards for Teachers (NETS-T).

**ED 707. Literacy Across the Curriculum. 3 Hours.**
This advanced course explores how literacy, broadly defined as reading, writing, talking, viewing, representing, and listening, can be a tool for thinking and learning in the content areas for all PK-12 students in different school environments of a diverse and globalized society. The course provides opportunity for participants to discuss and practice inquiry-based approaches that support learning and literacy development in the content areas, while integrating technology and instruction and connecting reading and writing. The course includes the genres and texts that teachers might use in the teaching of reading for different purposes. Professional and research literature are included. The workshop/seminar format of the course is interactive and includes lectures and demonstrations as students become more knowledgeable with respect to ethical decision-making, social responsibility, and reflective practice. Class participants will serve as resources, collaborators and teachers through in-class discussions, group work, and projects.

**ED 708. Advanced Classroom Management. 3 Hours.**
This course is designed to assist the classroom teacher in creating a climate that is safe and conducive to learning for all students in the inclusive classroom setting. Students will expand and apply their knowledge of theory and practical strategies for classroom management and student engagement. Through inquiry based study, learners will gain increased knowledge of effective strategies to implement when dealing with challenging student behaviors. Students will gain advanced skills with which to manage the inclusive classroom and be able to more effectively engage students and parents.

**ED 799. Topic/. 1 Hour.**
Selected topics are offered centering on the needs and interests of the students and the availability of expert faculty.

**ED 809. Integrating Technology into Instruction. 3 Hours.**
This course introduces students to a variety of technologies and computer applications that can enhance teaching, assessment, and the learning process. Class sessions and projects involve critically examining the theory and practice of using technologies to augment learning. Course objectives are grounded in the the Interstate Teacher Assessment and Support Consortium (InTASC) Model Core Teaching Standards and the National Educational Technology Standards for Teachers (NETS-T).

**ED 810. Teacher Leadership: Current Issues and Trends. 3 Hours.**
This course will provide an overview of formal and informal models of teacher leadership as well as the opportunity for in-depth analyses of relevant topics from the current and past centuries. Students will explore emerging trends that address leadership opportunities for teachers and issues related to group dynamics, motivation, communication, ethics, and human relations. Course topics will also include educator evaluation, the nationalization of standards and assessment, standards-based education, globalization, diversity, and technology. Skills and strategies for effective leadership will be developed, especially those related to organizational change, ethical decision-making, and team building.

# EH (EH)

## Courses

**EH 103. Rhetoric and Composition I Studio. 1 Hour.**
A supplement to Rhetoric and Composition I (EH 123), this course is required for students placed as basic writers and optional for all other students. Placed students must pass both this course and Rhetoric and Composition I in order to move on to Rhetoric and Composition II (EH 124). Class meets once a week. Class size is limited to eight. Curriculum is coordinated with EH 123 instructor and tailored to the needs of students. Pass-fail only. (Note: credit does not apply toward graduation.).

**EH 104. Rhetoric and Composition II Studio. 1 Hour.**
A supplement to Rhetoric and Composition II (EH 124), this course is required for students placed as basic writers and optional for all other students. Placed students must pass both this course and Rhetoric and Composition II. Class meets once a week. Class size is limited to eight. Curriculum is coordinated with EH 124 instructor and tailored to the needs of students. Pass-Fail only. (Note: credit does not apply toward graduation.). Prerequisite(s): EH 123 and EH 103.

**EH 111. College Writing. 3 Hours.**
This course teaches techniques for critical reading and effective writing. In a workshop environment that features continual instructor and peer evaluation, students develop writing strategies for improving specific steps in the composition process, from pre-writing and topic development to revision and editing. Logical argumentation and the academic essay are the primary focus. Written assignments include a number of short papers and at least one essay that incorporates research. Students learn MLA and APA style citation. Placement is determined by a diagnostic writing sample. This course satisfies the first general education core requirement. A minimum grade of C is required.

**EH 112. Approaches to Literature. 3 Hours.**
This course, building upon EH 111, introduces students to the study of literature and the fundamental of literary research. Students explore fiction, poetry, and drama from both the western and non-western worlds. The creative process is explored through reading, discussion, research and writing. Additionally, the key themes of power, identity, justice and adaptation and explored in relation literature. Prerequisite(s): EH 111.

**EH 123. Rhetoric and Composition I. 3 Hours.**
This course teaches techniques for effective oral and written communication. In a workshop environment that features continual instructor and peer evaluation, students develop a process approach to writing and speaking. Students will write in a variety of genres and will reinforce rhetorical strategies pertaining to audience awareness while practicing oral delivery skills. A grade of C or better is required to pass the course.

**EH 124. Rhetoric and Composition II. 3 Hours.**
This course teaches techniques for effective oral and written communication. In a workshop environment that features continual instructor and peer evaluation, students develop a process approach to writing and speaking. Logical argumentation, academic conventions, and research-related skills are the primary focus. Public speeches are based on written assignments that incorporate various source materials. As students explore connections between the written and spoken word, the significance of nonverbal language and listening skills are emphasized. A grade of C or better is required to pass the course. Prerequisite(s): EH 123 or EH 111.

**EH 200. Approaches to Literature. 3 Hours.**
This course, building upon EH 111, introduces students to the study of literature and the fundamental of literary research. Students explore fiction, poetry, and drama from both the western and non-western worlds. The creative process is explored through reading, discussion, research and writing. Additionally, the key themes of power, identity, justice and adaptation and explored in relation literature. Prerequisite(s): (EH 123 and EH 124) or EH 111.

**EH 229. Introduction to Poetry. 3 Hours.**
This course provides a critical exploration into the sound and sense of verse in English, from is traditional forms (e.g. the sonnet, villanelle and sestina) to more recent styles (e.g. free verse, experimental and avant grade poetry). Special attention to the devices of meter, rhyme, rhetoric and wordplay will enhance students' understanding of the complementary relationship between poetic content (what a poem says) and form (how is is said). Prerequisite(s): EH 200 or EH 112.

**EH 230. Introduction to the Short Story. 3 Hours.**
This course introduces students to the narrative methods and storytelling strategies that define short fiction. Readings include short stories by traditional and contemporary writers from diverse national and cultural backgrounds. Attention will be given to individual stories and their function in the broader context of entire collections of short fiction. Prerequisite(s): EH 200.

**EH 232. Intro to Drama/Play Production. 3 Hours.**
This course examines dramatic writing and performance as a vehicle of cultural communication from the ancient world to the present day. Topics studied include forms and definitions of drama, history of play production, staging and criticism. Prerequisite(s): EH 200.

**EH 233. Introduction to the Novel. 3 Hours.**
This course provides a study of the novel, including its aesthetic development, critical reception, and social function, from its origins in the eighteenth-century to its contemporary practitioners. Specific topics and texts may vary according to instructor and student preference and may include Bradford, Bradstreet, Edwards, Hawthorne, Emerson, Melville, Thoreau and Douglas. Prerequisite(s): EH 200.

**EH 234. American Literature I. 3 Hours.**
This course presents a survey of American writing from the Colonial period to the Civil War with focus on the intellectual movements and literary output of Puritanism, Native American literature, Romanticism, the Transcendentalists and slavery narratives. Specific topics and texts may vary according to instructor and student preference and may include such writers as Bradford, Bradstreet, Edwards, Hawthorne, Emerson, Melville, Thoreau and Douglas. Prerequisite(s): EH 200.

**EH 235. American Literature II. 3 Hours.**
This course presents an overview of American Literature from the end of the Civil War to 1945. It may include authors and works from the Gilded Age, Progressivism, World War I, the Expatriates, the Jazz Age and the Harlem Renaissance. The course studies the role of literature to express and influence social, economic, and cultural realities of the United States. Specific topics and texts vary according to instructor and student preference and may include Twain, Bierce, Dickinson and Whitman. Prerequisite(s): EH 200 or EH 112.

**EH 241. British Literature I. 3 Hours.**
This course provides a study of canonical authors and works of the British Isles from medieval times to the modern era. Depending on instructor and student preference, texts and authors may include Beowulf, Chaucer, Langland, Malory, Donny, Shakespeare, Milton, Swift, Austen, Wordsworth, the Brontes, Tennyson, Arnold, Conrad and Woolf. Prerequisite(s): EH 200.

**EH 242. British Literature II. 3 Hours.**
This course surveys British literature from 1660 to the present. It will combine historical, cultural, and linguistic approaches in the study of various literary genres, considering along the way what shapes definitions of language, tradition, nation, and literature. Readings, class discussions, research and writing assignments aim to give students a broad look at a number of canonical writers, intellectual movements, and influential changes that have accompanied the development of British writing since the Restoration. The course is intended for majors and non-majors alike. Prerequisite(s): EH 200.

**EH 251. World Literature I. 3 Hours.**
This course surveys significant writings in Eastern and Western tradition, from ancient Babylonian civilization to the English Restoration. Selected texts depend on instructor and student interest and may include Gilgamesh, Greco-Roman mythology, Homer’s Odyssey, the Old and New Testaments, Indian epic, Dante’s Divine Comedy and Japanese haiku. Prerequisite(s): EH 200.

**EH 252. World Literature II. 3 Hours.**
The second of two world literature surveys, this course concentrates on literary works from the English Restoration to the modern era. The primary goal for the course is to define the role of literature as it occurs through a wide range of social, cultural and geographical contexts. Selected texts depend on student and instructor interest and may include Voltaire, Borges, Mahfouz, Tagore, Mishima, Garcia Marquez and Achebe. Prerequisite(s): EH 200.

**EH 275. Creative Writing Workshop. 3 Hours.**
This course is an introduction to the writing of creative short fiction, poetry, and personal essay. As students workshop their own writing and offer feedback to the writing of classmates, they are exposed to a variety of writing techniques in all three genres in order to help develop their own writing style and voice. Emphasis is placed on the importance of revision and writing as a process. Prerequisite(s): EH 200.

**EH 299. Topic/. 3 Hours.**
This course is intended to provide the opportunity to offer introductory courses in English that would not normally be a part of the Husson curriculum. As such the topics will depend upon the interests of students and faculty. Prerequisite(s): EH 200.

**EH 300. Literacies in American Society. 3 Hours.**
This course will investigate literacy from a sociocultural and linguistic perspective. Students will be defining and operationalizing the term “literacy” and striving to understand the various types of literacy that currently exist in American society. Furthermore, students will study how being adept in various literacies define group membership and serve as a gateway of access to various levels of American social stratification. Furthermore, beginning with pre-school aged children, students will investigate how literacy and the value of literacy is transmitted culturally and how that transmission weighs heavily on future involvement in literacy events. Prerequisite(s): EH 123 and EH 124.

**EH 301. The Modern Novel. 3 Hours.**
This course examines the novel as it develops in western and European culture from about 1800 through the present. Students will read approximately eight to ten novels per semester from a variety of cultural and historical periods. Students will become acquainted with the relevant historiographical sources, theory and issues pertaining to the period and write a variety of short papers for this course. Prerequisite(s): EH 112 or EH 200.

**EH 302. The Nature of Language. 3 Hours.**
This survey course will introduce students to the study of the nature of human language. During the course, students will be exposed to origins of human language, myths about language, language principles, writing systems, phonology/phonetics, morphology, syntax, psycholinguistics, social linguistics, first and second language acquisition, historical linguistics, and language and politics, semantics and pragmatics. The goal of this course is to expose the students the complexity of human language. Prerequisite(s): EH 123 and EH 124 and EH 200.

**EH 303. Canadian Literature. 3 Hours.**
This course will focus on the major thematic concerns that have shaped Canadian literature from the pre-Confederation era to the present day. Literary examples will be drawn from works concerned with ethnicity, colonization, the wilderness, identity formation, and the Francophone/Anglophone divide. Primary attention will be given to texts focusing on the world of work as it has been envisioned by Canadians. Selected poetry and prose from diverse, canonical authors such as Frances Brooke, Susanna Moodie, Isabella Valancy Crawford, Charles Sangster, John Richardson, Joy Kogawa, Alice Munroe, Margaret Atwood, David Adams Richard, and Yann Martel will be examined. Depending on the season, a day trip to King’s Landing – a living museum of Canadian history about three hours from Bangor – could be undertaken. Prerequisite(s): EH 112 or EH 200.

**EH 311. Topics in Professional Communication. 3 Hours.**
This course builds upon the rhetorical foundation established in EH 123 and EH 124 to introduce students to the skills central to effective professional writing. These skills include an ability to apply composition theory and advanced rhetorical strategies to various professional contexts, such as business, engineering, and professional publishing. In addition, students will learn how to conduct research in a variety of professions, communicating these findings in specific professional genres, which include short stories, poems, novels, business letters, memos, internal and external proposals, analytic reports, and scientific articles. Prerequisite(s): EH 200.

**EH 312. Film as Literature. 3 Hours.**
This course is intended as an introduction to film studies course. Students will learn to read film by analyzing structure, narrative form, diegetic and non-diegetic elements, mise en scene, generic conventions, motifs, cinematography and editing techniques as they pertain to a given theme followed through a chronological development of film in a given cultural context,(this varies depending upon instructor). The course will stress writing about film through scene analysis papers, journals, and midterm and final essay exams. A formal presentation is also required. Prerequisite(s): EH 123 and EH 124 and EH 200.

**EH 320. Literature and Medicine. 3 Hours.**
This course approaches ethical, social, and psychological issues in health care through the study of literature. Texts from various genres will frame exploration of the caregiver-patient relationship from alternating perspectives and in diverse social environments, historical contexts, and cultural surroundings. The course emphasizes skills of critical close-reading, research, oral and written argument through class discussion, essays, and presentations. Prerequisite(s): EH 200.

**EH 322. Group Leadership and Conference Techniques. 3 Hours.**
This course involves experiential learning of leadership, interpersonal communication, and conference activities. Students develop and present individual and group programs based on issues and policies within their degree programs, and/or professional and civic organizations. Prerequisite(s): EH 121 and EH 221.

**EH 330. Introduction to Literary and Cultural Theory. 3 Hours.**
The goal of this course is to introduce students to the theories upon which advanced literary and cultural analyses are founded. These theories help scholars discover and articulate the role literature plays in our understanding of social associations and cultural tradition, institutions that shape the values and norms through which we define truth and, so, meaning. Prerequisite(s): (EH 123 and EH 124) or College Level=Sophomore.

**EH 342. Native American Literatures of North America. 3 Hours.**
Students will examine Native American Literatures, including traditional stories, non-fiction, fiction and poetry from authors of different Native American tribes. A variety of themes, including Native American identity and the role literature plays in cultural change, will be covered. Students will investigate these issues through a series of reading journals, two longer response papers, a significant research essay, and two formal presentations. Prerequisite(s): EH 123 and EH 124 and EH 200.

**EH 350. The History of the English Language. 3 Hours.**
The History of the English Language offers a historical study of the English language including consideration of Old, Middle, Modern, and American English. Furthermore, the course will address the nature and mechanisms of language change over time as well as social, political, and other historical conditions related to such changes. The course will also attend to phonology, morphology, syntax, lexicon, and semantics as well as to the culture of the different historical periods as these things relate to the development of the language. Prerequisite(s): EH 123 and EH 124.

**EH 352. Advanced Writing Internship. 3 Hours.**
This course is designed to combine training for writing tutors with practical experience in the Writing Center. Students will study rhetoric and composition theory and explore issues that interfere with successful student writing, both their own and that of others. Acquired knowledge will be applied in both classroom role-playing situations and actual tutorial experiences in the Writing Center. Emphasis will be on preparing students for possible future roles as peer tutors in the Writing Center. Prerequisite(s): EH 112.

**EH 360. Writing in the Health Professions. 3 Hours.**
Writing in the Health Professions is designed to introduce you to various techniques and methods of communicating within the health professions. The required assignments expose you to the documents you will encounter in your physical therapy, occupational therapy, or other health science courses and careers. Through these assignments, the readings, and class discussions, you will develop the clear and focused writing style required in a technical or scientific context. Prerequisite(s): EH 200.

**EH 411. Seminar in Literature. 3 Hours.**
This is an upper-level seminar course of variable content determined by current faculty research and student interests. Previous topics include Shakespeare, Virginia Woolf, Twentieth Century Poetry and Literature of Place. Prerequisite(s): EH 200.

**EH 453. Major Plays of Shakespeare. 3 Hours.**
This course will examine Shakespeare's major plays. The plays will be examined in context of Shakespeare's background and English Renaissance thought. Plays covered in this course may vary, and students will examine selections from Shakespeare's histories, tragedies, romances, and/or comedies. Prerequisite(s): EH 200.

**EH 499. Topics/. 3 Hours.**
This course is intended to provide the opportunity to offer upper level literature courses in English that are not normally included in the ongoing curriculum at Husson University. Topics will depend upon the interests of students and faculty. Prerequisite(s): EH 123 and EH 124 and EH 200.

**EH 80. Reading and Vocabulary for International Students. 3 Hours.**
Reading & Vocabulary for International Students: This course develops non-native English speakers' general reading fluency and their discrete reading knowledge and skills, and teaches them how to explore new vocabulary while developing their knowledge of academic vocabulary. Placement is determined by diagnostic writing and vocabulary tests. The course does not count towards the degree. A minimum grade of C is required.

**EH 81. Writing I for International Students. 3 Hours.**
Writing I for International Students: This course develops the general English writing skills of non-native English speakers who may not be ready for full-time university coursework in their major fields of study through the practice of general and academic English writing "genres" and an exploration of the writing process. Placement is determined by diagnostic writing and vocabulary tests. The course does not count towards the degree. A minimum grade of C is required.

**EH 82. Writing II for International Students. 3 Hours.**
Writing II for International Students: This course develops the academic English writing skills of non-native English speakers through the practice of specific academic English writing tasks often undertaken at Husson University, an exploration of how to write differently with different audiences and for different purposes, and an analysis of the basic writing conventions of their major fields of study. Placement is determined by diagnostic writing and vocabulary tests or successful completion of EH 080 and EH 081. The course does not count towards the degree. A minimum grade of C is required.

**EH 83. Focused Listening for International Students. 3 Hours.**
Focused Listening for International Students: This course develops the aural and oral fluency and skills of non-native English speakers who are not yet ready for full-time university coursework in their major fields of study through extensive listening and speaking exercises, an introduction to the types of academic English listening and speaking tasks they will encounter at any university, an exploration of the pragmatics of English and how they differ from their own language pragmatics, and activities related to the different ways that English is pronounced in the many places it is spoken. Placement is determined by diagnostic listening and speaking tests. The course does not count towards the degree. A minimum grade of C is required.

**EH 84. Oral Communication I for International Students. 3 Hours.**
Oral Communication I for International Students: This course develops the academic English listening and speaking skills of non-native English speakers who may not be ready for full-time university coursework in their major fields of study through the practice of realistic academic English listening and speaking tasks, the investigation of how spoken English is used differently with different audiences and for different purposes, and an exploration of the effective use of English to navigate the institution. Placement is determined by diagnostic listening and speaking tests. The course does not count towards the degree. A minimum grade of C is required.

**EH 85. Oral Communication II for International Students. 3 Hours.**
Oral Communication II for International Students: This course prepares non-native English speakers for the rigors of university coursework through the study and practice of relevant academic English listening and speaking tasks, guides them through an exploration of “World Englishes” and how to use them or not with different audiences and for different purposes, and improves their understanding of the pragmatics of advanced conversational English. Placement is determined by diagnostic listening and speaking tests or successful completion of EH 083 and EH 084. The course does not count towards the degree. A minimum grade of C is required.

**EH 86. Modular ESL (English as a Second Language). 1-6 Hour.**
Modular ESL is a one-to-six credit course which prepares non-native English speakers for success at Husson University through the completion of assignments in some or all of six different areas of Academic English: Oral & Aural English, Reading & Writing, Grammar, Vocabulary, Language Pragmatics, and Academic Thinking. The number of credits a student must take is determined by writing, vocabulary, listening, and speaking tests. One credit-hour is equivalent to 40 unit-hours of independent study, work with the teacher, and occasional collaborative in-class work. These tests are also used to determine what portion of the unit hours must be spent on assignments in each of the six areas of study and which specific assignments may be required. The course does not count towards the degree. A minimum grade of C is required.

**EH 91. Writing Workshop. 3 Hours.**
In this course students practice a variety of writing strategies and sentence-level skills in a workshop atmosphere that prepares them for college-level writing. Thesis and paragraph development, grammar, punctuation, spelling and document format are among the topics covered in preparation for academic writing. Connections between reading and writing are emphasized. Placement is determined by a diagnostic writing sample. The course does not count toward the degree. A minimum grade of C is required.

**EH 92. Writing Workshop for International Students. 3 Hours.**
In this course students for whom English is a second language practice a variety of writing strategies and sentence-level skills in a workshop atmosphere that prepares them for college-level writing. Thesis and paragraph development, grammar, punctuation, spelling, and document format are among topics covered in preparation for academic writing. Connections between reading and writing are emphasized. Placement is determined by a diagnostic writing sample. The course does not count toward the degree. A minimum grade of C is required.

**EH 93. Academic English for International Students. 3 Hours.**
This course is designed for students for whom English is a second language. Placement is determined by diagnostic written and oral evaluation. Students will practice a variety of writing strategies and sentence-level skills in a workshop atmosphere to prepare them for college-level writing. Thesis and paragraph development, grammar, punctuation, spelling, and document format are among topics covered. Connections between reading and writing are emphasized. Development of academic vocabulary will be stressed. Listening and note-taking strategies will be practiced. Both linguistic and cultural aspects of oral classroom participation will be taught.

**EH 94. Advanced English Workshop for International Students. 3 Hours.**
This course is a more advanced continuation of EH 092, emphasizing additional development of vocabulary, writing and oral participation in the American academic environment. Placement is determined by diagnostic assessment. Students whose English skills warrant it may be placed directly into this class and bypass EH 092.

# EP (EP)

## Courses

**EP 111. Introduction to Theatre. 3 Hours.**
Theatre has always been the basis for mass communication on a dramatic level. A study of the evolution of theatre, its history, business structures and career categories relate to many other forms of media communication. This course offers an overview of theatrical techniques and how this industry functions today. Emphasis is placed on theatrical production, its relevance to contemporary communication techniques and theatrical administration.

**EP 112. Stagecraft Practicum. 1 Hour.**
This course is structured as a practicum, allowing the EP student to experience the technical demands of the performance industry. Student will engage in activities such as event load-ins, construction of elements for specific events, and performance facility upgrades and maintenance. Students will be assigned other tasks commensurate with their growing levels of experience. Each EP student will be required to take this course for six (6) of their total semesters in the degree program, logging in 30 hours per semester.

**EP 118. Worksite Safety. 3 Hours.**
This course teaches the basics of entertainment worksite safety and core craft skills. From basic shop math and construction drawings to power tools and communication skills, students explore the fundamentals of working in a scenic shop. Stage safety areas cover discussions of pyrotechnics, lasers, and rigging. Valuable industry training comes in the form of an OSHA 10 hour card and basic scissor lift training.

**EP 122. Event Design. 3 Hours.**
This course covers the basic equipment and process of designing an event that is theatrical, corporate, and/or musical in nature. Some topics included are staging, projection, and scenic design. Students will study the basic techniques of theatre and event design.

**EP 122L. Event Design Lab. 0 Hours.**
This course covers the basic equipment and process of designing an event that is theatrical, corporate, and/or musical in nature. Some topics included are staging, projection, and scenic design. Students will study the basic techniques of theatre and event design.

**EP 124. Scenic Construction. 3 Hours.**
Students will learn the basic materials and construction techniques for theatre, film, television, and event production.

**EP 124L. Scenic Construction Lab. 0 Hours.**
Students will learn the basic materials and construction techniques for theatre, film, television, and event production.

**EP 131. Fundamentals of Stage Lighting. 3 Hours.**
Students work onstage and in the classroom to learn the basics of lighting. This includes working with lighting instruments, lighting board, safety, basic lighting techniques, and lighting paperwork. An additional classroom component will include a look at the history of lighting, electricity and color theory. This class will cover traditional theatre as well as larger concert type venues.

**EP 135. Acting I. 3 Hours.**
In this course, students have the opportunity to develop basic performance techniques and gain personal confidence in acquiring and applying acting skills. The class work is comprised of dramatic scene work using a structured acting technique that assists the performer in analyzing and performing dramatic material. Projects include monologues and small cast scenes from contemporary and classical playwrights. Prerequisite(s): EP 111.

**EP 210. Audio for Event Management. 3 Hours.**
This course introduces the concepts and practices of sound engineering. Students will apply knowledge obtained through the course to set up sound reinforcement for a variety of live events. This course will include the concepts of gain structure, practical microphone placement, general use of equalization and mixing techniques for live sound applications. Students will also learn and develop trouble-shooting skills.

**EP 221. Computer Aided Drafting/3D Visualization. 3 Hours.**
Students will learn the techniques for developing designs through the use of software such as Vectorworks. Design students and technicians will learn the basics of CAD drafting as well as organization and layout. The class will also address three-dimensional visualization in Vectorworks.

**EP 223. Scenic Art - Painting and Properties. 3 Hours.**
The objective of this class will be to teach the student a systematic approach to painting theatrical scenery. The class will cover traditional scene painting techniques and the tools and paints that have been developed to support those techniques. Prerequisite(s): EP 122.

**EP 225. History of Theatre. 3 Hours.**
This course will examine theatre’s beginnings to the present day. Rather than presenting students with a mere catalog of historical facts, the class traces the themes of theatre through the different time periods and explores the various mediums through which this art form has been presented. This will create the opportunity to see how the theatre has developed through different cultures and technologies. Prerequisite(s): EP 111.

**EP 231. Advanced Stage Lighting. 3 Hours.**
This will be a second level lighting course which continues the technical applications covered in EP 131 Fundamentals of Stage Lighting. Prerequisite(s): EP 131.

**EP 235. Musical Theatre Performance. 3 Hours.**
As a continuation of Acting I, this course will focus on the skill sets of performing in musical theatre. Course curriculum will introduce the student to the "triple-threat" concept of today's entertainment performer. Students will receive introductory training in voice, dance, and acting techniques, which will be used to rehearse and perform a small musical theatre event in the Gracie Black Box Theatre. Prerequisite(s): EP 135.

**EP 240. Production Management. 3 Hours.**
This course is an introduction to Stage Management techniques and organizational management structures. It will examine the different responsibilities and challenges encountered by a stage manager during commercial, community or educational theatre applications. The course will contain both lecture and hands on training using specific industry tasks and professional criteria. The student will come to appreciate that a stage manager must possess a wide range of artistic, technical, managerial, and communication abilities while fostering a creative work environment that is conducive to a production's ultimate success. Prerequisite(s): EP 111.

**EP 241. Artistic Techniques for Design. 3 Hours.**
Students will learn the basic artistic concepts that are used in entertainment design. They will explore the fundamental principles of design, which will include exercises in drawing, watercolor painting, and experimentation with other mediums. Many of the skills learned are common to theatre, graphic design, video production, and a wide variety of other artistic disciplines. Prerequisite(s): EP 122.

**EP 299. Topic/. 2-6 Hours.**
This course listing is intended to provide the opportunity for faculty to offer courses of interest in Entertainment Production that would not normally be part of the University curriculum.

**EP 310. Business of Theatre. 3 Hours.**
This course provides students with knowledge and skills needed to build a career in the management area of performing arts. The student will analyze various management skills from the perspectives of the producer and the performer. Focus will be given to for-profit and not-for-profit corporate structures and the nature of different performance venues. Class work will involve projects and lectures designed to provide the a sense of creating and managing a performance organization. Prerequisite(s): EP 111.

**EP 320. Directing. 3 Hours.**
This course provides intensive script study with exercises and projects geared toward developing skills for directing. Projects will focus on blocking plans for scenes, written and oral critiques, and a final project of drafting a direction and prompt book for a short play. The course integrates all aspects of design and production. Prerequisite(s): EP 111.

**EP 324. Technical Direction. 3 Hours.**
The focus of this course will be to explain the principles and applications of the techniques used to manage a production or project from the point of view of the Technical Director. The class will focus on organizational skills, equipment, inventory and personnel management, timelines, budgets, work structures, and all other day-to-day operations of a production team. Emphasis will be placed on industry standard applications of Project Management techniques, using professional operational models, and Project Management software. Prerequisite(s): EP 124 and EP 131 and EP 210 and EP 221.

**EP 324L. Technical Direction lab. 0 Hours.**
The lab portion of Technical Direction will reinforce and allow for the application of skills learned in course itself. Prerequisite(s): EP 124 and EP 131 and EP 210 and EP 221.

**EP 330. Entertainment Production Internship. 3-9 Hours.**
This experiential course involves a supervised work experience with participating employers for Entertainment Production students. It provides for the application of classroom learning in a professional work environment. Prerequisite(s): Major=BS Entertainment Production and ( College Level=Junior or College Level=Senior).

**EP 331. Group Design. 1 Hour.**
Students will collaborate with their peers to produce a small production project. The project will include people from various disciplines including entertainment technicians, videographers, audio technicians, designers and directors. Prerequisite(s): EP 122 and EP 240.

**EP 340. Stage Management Practicum. 3 Hours.**
In this course, each student will be assigned the duties of stage manager for a specific production. The student will be involved in early concept phases through to the final performances and production close-out. Prerequisite(s): EP 240.

**EP 341. Stage Automation. 3 Hours.**
The techniques of production mechanics will be covered in this course with an emphasis placed upon practical applications in today's entertainment industry. Includes an introduction to safety, winches, hydraulics, limits, drums & cabling, tracking, and turntables. Prerequisite(s): EP 240.

**EP 440. Directing Practicum. 3 Hours.**
This practicum involves specific project oriented work geared to the application of techniques and principles covered in EP 320. Prerequisite(s): EP 320.

**EP 448. Final Portfolio/Proficiency Review. 1 Hour.**
Students will organize a portfolio from their four years of class work to present to a panel for critique. The panel will evaluate progress and outcomes and make recommendations for areas that need to be addressed as students move into the industry. Prerequisite(s): EP 320.

**EP 499. Topic/. 1-6 Hour.**
This course listing is intended to provide the opportunity for faculty to offer advanced courses of interest in Entertainment Production that would not normally be part of the University curriculum.

# FA (FA)

## Courses

**FA 101. Art and Human Experience. 3 Hours.**
Art and Human Experience: An introductory exploration of visual art, emcompassing the materials, methods, and ideas that underlie the complexity of human artistic expression. Students will gain knowledge about how art is produced and how particular forms of art fit into the flow of human history.

**FA 110. Photography. 3 Hours.**
Photography is a medium for expressing ideas and personal feelings and communicating information. It is both a science and an art, and both aspects will be covered in the course. Understanding the nature of light, capturing the light, understanding how the camera works and how different settings, lenses and filters affect the image are part of the science of photography. Understanding the esthetics of composition, developing a photographers eye (visual skills), and using settings, light, lenses and filters creatively constitute the art of photography. Students will be instructed on the theories of photography and then will apply the theories in their own creative work. On an ongoing basis, students will critique their own work and the work of others to improve their skills.

**FA 113. The Art of Cartooning. 1 Hour.**
Introduces the fundamentals of cartooning, caricature portraits, and story telling through fundamental art principles. This class will explore cartooning presentations with various media; pencil, markers, and pen and ink.

**FA 115. 2d-Design. 3 Hours.**
2d-Design introduces basic art and color theory through the Elements and Principles of Design. Emphasis is placed on materials manipulation, graphics without computer aide, problem solving skills and critically analyzing one's own artwork as well as other student's work.

**FA 120. Drawing I. 3 Hours.**
Drawing I introduces the fundamentals of black and white drawing mediums through direct observation of the still life exploring the Elements of Art and the Principles of Design.

**FA 130. Husson Pep Band. 1 Hour.**
The band plays at sports and other University events. Weekly attendance at practices required as well as learning individual parts and playing at events. Students of all abilities welcome. Students may enroll three semesters for credit.

**FA 131. Husson Pep Band. 1 Hour.**
The band plays at sports and other University events. Weekly attendance at practices required as well as learning individual parts and playing at events. Students of all abilities welcome. Students may enroll three semesters for credit.

**FA 132. Husson Pep Band. 1 Hour.**
The band plays at sports and other University events. Weekly attendance at practices required as well as learning individual parts and playing at events. Students of all abilities welcome. Students may enroll three semesters for credit.

**FA 141. Ballroom Dance. 3 Hours.**
From swing to salsa and waltz to tango, basic social and Latin dance forms, with emphasis on body alignment, flexibility, strength, rhythm, coordination, styling, and movement vocabulary. Further exposure to the Afro-Caribbean roots of today’s dance forms.

**FA 142. Modern Dance I. 3 Hours.**
An introduction to contemporary and stylistic modern dance techniques. Center floor technique exercises and dance combinations will emphasize proper body alignment, flow of energy, and the creation of expressive movement in space. For the performing artist or general student.

**FA 143. Jazz Dance. 3 Hours.**
An introduction to contemporary and stylistic Jazz dance. Center floor technique exercises and dance combinations will emphasize proper body alignment, rhythm, flow of energy, and the creation of expressive movement in space. For the performing artist or general student.

**FA 203. Sounds like Music. 3 Hours.**
This course is designed to introduce the student to music. Beginning with the premise that music is universal and that all music represents an important part of the human experience, this course will provide the student with an overview of the various musical expressions spanning the globe.

**FA 205. Painting I. 3 Hours.**
Painting I - Painting in oil or acrylic medium exploring fundamentals of color theory, paint applications, composition and expressive content. This class will explore the Elements of Art and the Principles of Design through direct observation of the still life.

**FA 210. Pastel Painting. 3 Hours.**
Pastel Painting - Fundamentals of pastel painting techniques working from a variety of subject matter. Basic design principles and color theory will be explored through direct observation of the still life, portrait and landscape.

**FA 220. Introduction to Cartooning and Storyboarding. 3 Hours.**
Introduction to Cartooning and Storyboarding introduces the fundamentals of cartooning, caricature portraits, and storyboarding through fundamental art principles. Students will learn to develop caricatures through the gesture, tell stories through cartoon strips and learn the basics of storyboarding, writing a script, working with camera angles to develop a short film, ad, presentation or animation.

**FA 299. Topic/. 1-6 Hour.**
This course is intended to provide the opportunity to offer introductory courses in fine arts that would not normally be a part of the Husson curriculum. As such the topics will depend upon the interests of students and faculty.

# HA (HA)

## Courses

**HA 101. Intro to Hospitality Mgmnt. 3 Hours.**
This survey of the hospitality industry will cover history, current practices, future of the industry, restaurant/food service operations, hotel/motel management, travel/tourism, managing in the service industry, operations management and personnel leadership.

**HA 102. Basic Hospitality Internship. 3 Hours.**
This internship is a college-supervised introduction to hospitality work experience at a participating industry property; course includes placement for a full summer. A journal and written assignments are required components of the internship experience (May-August). Prerequisite(s): HA 101.

**HA 200. Tourism and Travel. 3 Hours.**
This course is designed to expand the student's knowledge of Tourism and Travel by examining how the different sectors of Tourism and Travel work separately and in unison. Some of the aspects covered will include the economics, psychology and sustainability of travel and tourism.

**HA 201. Food & Beverage Control Systems. 3 Hours.**
Theory and practice of food preparation. Topics will include: importance of food preparation to restaurant success, food history, kitchen and restaurant cost controls, menu development, purchasing, receiving, equipment operation and maintenance, and basic food preparation and presentation.

**HA 202. Facilities & Guest Services. 3 Hours.**
In-depth study of operations of food and rooms divisions in the hospitality industry. Topics will include hiring, staff development, quality services, and ethics. Prerequisite(s): HA 101 and HA 201.

**HA 203. Intermediate Hospitality Inter. 3 Hours.**
This college-supervised internship builds on the previous one to insure that the student gains exposure to front line industry positions that are different from the previous internship experience. A journal and written assignments are required components of the internship experience (May-August). Prerequisite(s): HA 102.

**HA 211. Economics of Tourism. 3 Hours.**
The purpose of this specialized course is to expand the student's knowledge in the fundamentals of the economic impact of tourism. In this 200 level course, the student will learn how to create value in tourism, who are the consumers of tourism and the impact of tourism on GDP. The student will visit a convention and visitors bureau and will prepare an impact project on an aspect on tourism on the local eceonomy. Prerequisite(s): HA 101 and HA 200.

**HA 299. Topic/. 3 Hours.**
This course in intended to provide an intermediate course which is timely and based on the interests and needs of the students, faculty and the workplace environment. These courses would not normally be part of the Husson curriculum, but can be used to develop future courses.

**HA 301. Supervision in Hospitality Management. 3 Hours.**
This course will provide a framework for supervision combined with the responsibilities, skills, and tools necessary to improve the student's effectiveness as a supervisor.

**HA 302. Hotel Operations. 3 Hours.**
This course covers topics involved with creating and managing hospitality properties including building, design and operations of room and food operations. In this course students will write a business plan for a hospitality property.

**HA 303. Event Planning and Management. 3 Hours.**
The purpose of this specialized course is to expand the student's knowledge in the fundamentals of event management. In this junior level course, the student will learn that gatherings, meetings and events have been occurring for centuries. The student will visit an event center and will plan an event either actual or simulated from start to finish. Prerequisite(s): HA 101 and HA 200.

**HA 311. Destination Management and Marketing. 3 Hours.**
This course is designed to expand the student's knowledge of the marketing of Tourism and Travel. The student will learn how this industry uses destination marketing and management to guide the consumer to make more efficient use of their leisure time. Prerequisite(s): HA 101 and HA 200.

**HA 401. Hospitality Internship. 3 Hours.**
A College-supervised work experience course with participating hospitality properties; course includes placement for a full summer and fall semester.

**HA 402. Leadership in Hospitality Management. 3 Hours.**
In depth analysis of selected case studies affecting today's hospitality industry. Course emphasizes teamwork, hospitality sensitivity, critical reasoning and integration of skills. Prerequisite(s): HA 401.

**HA 403. Advanced Hospitality Internship. 6 Hours.**
Advanced Hospitality Internship-This college supervised work experience will provide the student with entry level management experience in the hospitality industry through placement in a hospitality property for a full summer or a fall and spring semester. Prerequisite(s): HA 401 and College Level=Senior.

**HA 412. Sustainable Tourism. 3 Hours.**
This course is designed to expand the student's understanding of the concepts and principles of the marketing and management of ecotourism activities and the development of sustainable growth in tourism sectors. Prerequisite(s): HA 101 and HA 200.

**HA 499. Topic/. 1-3 Hour.**
This course is designed to allow students and faculty the opportunity to research and design special projects within the Hospitality and Tourism Industries. The course enhances the student's knowledge of Hospitality and Tourism Management by building on prior course work and experiential learning.

# HE (HE)

## Courses

**HE 111. The Husson Experience. 1 Hour.**
This course is designed to assist entering students in making a successful transition to life at Husson University. The goals of this mandatory course include personal development and campus community engagement. Students will work together to identify academic and social resources, to develop skills for academic and social success, to make meaningful connections with the campus community, and to develop academic and career goals. The course is experiential in nature and all course activities are directed toward fostering the above two goals.

**HE 199. Topic/. 1 Hour.**
This course is designed to assist entering students in making a successful transition to life at Husson University. Topics will depend upon the interests of students and faculty.

# HS (HS)

## Courses

**HS 100. Overview of Careers in Health Care. 1 Hour.**
This course introduces the students to the different employment possibilities for a Health Care Studies graduate. Seminars will feature invited speakers to discuss how their company works and what positions they might have for a graduate in Health Care Studies. In addition Students can visit different facilities to see first-hand how their studies in Health Care can be applied to different job settings through virtual tours.

**HS 101. Introduction to Health Care Studies. 3 Hours.**
This course will introduce the students to the health care industry, and will consist of lectures, readings, discussions, and visiting professionals. While the principal goal will be to inform students of the necessary skills needed to succeed in the health care field, a secondary goal will have the student be able to articulately describe the background to almost any article relating to the challenges of national health care.

**HS 121. Medical Terminology. 3 Hours.**
This course introduces students to the language used in describing and coding of clinical visits, medical procedures and on medical forms. The ability to understand complex medical terms will be gained by the analysis of prefixes, word roots and suffixes. Coding of diseases (ICD-9) and medical insurance language will also be emphasized.

**HS 299. Topic/. 1-3 Hour.**
This course is intended to provide the opportunity to offer courses in health care studies that would not normally be a part of the Husson curriculum. As such the topics will depend upon the interests of students and faculty.

**HS 301. Introduction to Public Health. 3 Hours.**
This course is an introductory overview of the U.S. Public Health System with an emphasis on the core areas of public health, challenges and strategies for working with communities, and specific health issues that impact the health of the population. We will look at environmental and behavior factors associated with health promotion and disease prevention and view different national programs and programs going on in Maine.

**HS 311. Healthcare Management and Organization. 3 Hours.**
This course will introduce junior year students to the complexity of healthcare organizations and how they are managed. An overview of the historical development of the modern healthcare organization, as well as the contemporary management roles and functions within them, will be reviewed. Measuring performance and quality improvement will also be taught. The importance of the roles of physicians, nurses, as well as other professionals and support staff will be highlighted. Theories of healthcare leadership will also be explored. Prerequisite(s): HS 101.

**HS 321. Healthcare Law and Ethics. 3 Hours.**
This course is a summation and integration of Ethics and Law within the context of healthcare delivery. The class will be introduced to the ethical and moral considerations of the healthcare professions by exploring their historical development. Students will also discover how the law influences the healthcare profession and be introduced to our complex legal structure through exposure to case law and regulations. Prerequisite(s): HS 101 and HS 121 and PH 110.

**HS 401. Medical Databases. 3 Hours.**
This course is designed as a continuation of HS 121 (medical terminology) and MI 214. Students will learn about and contrast different types of electronic medical records systems. They will learn how to transfer and share data with people from same clinics to people outside of the system and learn about the ethical and legal issues of sharing data. Prerequisite(s): HS 121 and (MI 111 or MI 214).

**HS 411. Health Economics and Policy. 3 Hours.**
This course will introduce senior Health Care Studies students to beginning healthcare economics and its influence on health policy. The course will emphasize the economic issues of scarcity, choice, supply and demand, marginal analysis, substitutes, and externalities as they relate to health care policies. National health insurance, as a rapidly evolving idea for the future, will also be analyzed and evaluated. Prerequisite(s): HS 101 and HS 311.

**HS 421. Health Care Studies Senior Experience. 3 Hours.**
This course combines students past course work into one research project. Each student will be required to plan and carry out an investigation into some health area of interest and write-up and report their experiences and results to the whole class. In addition they will put together a portfolio, resume and cover letter for a job of their choice. Prerequisite(s): Major=BS Health Care Studies.

**HS 491. Health Care Studies Internship. 3-6 Hours.**
This course offers the students experiences in a work and/or research environment dedicated to health care or public health. Each student chooses and contacts a hospital, clinic, health center, public health department or health care business and spends a total of 100 hours in that setting. Activities will include training/orientation, work on projects relevant to the mission of the agency, observation of agency work processes, and other assigned work from the site liaison. Students keep daily journals and meet three times during the semester for training and to share their experiences. Prerequisite(s): Major=BS Health Care Studies and (College Level=Junior or College Level=Senior).

**HS 499. Topic/. 1-6 Hour.**
This course is intended to provide the opportunity to offer advanced courses in health care studies that would not normally be a part of the Husson curriculum. As such the topics will depend upon the interests of students and faculty.

# HU (HU)

## Courses

**HU 100. Introduction to Humanities. 3 Hours.**
This course offers the student a chronological overview of cultural history from the first civilizations in Paleolithic times to the present The landmarks in the text--visual, literary, and musical key examples--keep the learner from getting lost in the huge survey of time by focusing study on very specific icons and very clear comparisons and contrasts. Key ideas in the history of ideas structure this survey of the human intellect and imagination. Particular sections beyond the west trace cross-cultural influences or emphasize stark contrasts in contemporaneous global cultures. In practice, the focus is on discovery and the sheer joy of learning about the creative process itself.

**HU 102. Introduction to Film Studies. 3 Hours.**
This course examines the history of feature films from the silent era to the digital age with a special emphasis on those films and directors that are critically acclaimed as being the best of their era. Along the way, students will become acquainted with film theory and begin to see film as an international media despite Hollywood's prominence. Students will hone skills that pertain to the study of all humanities: critical thinking, solid interpretation, clear writing, and engaging conversation. Our guide in selecting films will be the lists published each decade by the British Film Institute (BFI) and the National Society of Film Critics. Fair warning: some of these films are rated R and contain scenes of sex and violence.

**HU 111. American Sign Language I. 3 Hours.**
This course is an introduction to American Sign Language (ASL), designed to develop conversational signing skills at a beginning level. The course allows for some practice time, working with others, and working with the videotape.

**HU 112. American Sign Language II. 3 Hours.**
This course, a continuation of HU 111, is designed for students to continue developing beginning conversational signing skills. Additional techniques used by ASL users are introduced. There is allowance for working with others, working with the videotape, and practice time. Prerequisite(s): HU 111.

**HU 201. World Religions. 3 Hours.**
This is an introduction to the religions of the world with particular emphasis on the religions of first world peoples (especially those of New England), Hinduism, Buddhism, Judaism, Christianity, and Islam. In addition to gaining core knowledge about these traditions in the classroom, students will be given opportunities to encounter them through first-hand narratives, meetings with religious representatives invited to class, readings from sacred texts, and field trips to sacred sites and rituals.

**HU 250. Religion in Film: How movies make us think about our faiths. 3 Hours.**
In our image-soaked world, the movie industry powerfully shapes our lives and the ways we think about God and participate in religious communities. This course will serve both as an introduction to the study of the religions of the world and as an introduction to thinking critically about movies. Using insights by film scholars we will develop our ability to understand better how filmmakers craft a film and communicate values explicitly and implicitly. By reading theologians and culture critics we will learn to participate thoughtfully in the dialogue between faith and film.

**HU 299. Topic/. 1-3 Hour.**
This course is intended to provide the opportunity to offer introductory courses in humanities that would not normally be a part of the Husson curriculum. As such the topics will depend upon the interests of students and faculty.

**HU 301. The Greek View of Life: Summer in Greece. 3 Hours.**
This is an introduction to a cross-cultural communication through the immersion and participation in the Greek culture. The classic Greek thought will be compared with contemporary Greek and Western thought on such issues as friendship, education, the view of women, identification of aesthetics and ethics, business labor and trades, the European Union, the state religion, law, the family, and other pertinent cultural aspects. Emphasis will be placed on the major events, institutions, ideas, and creative works that developed and continue to shape the western world.

**HU 320. Modernism in Art, Music and Literature. 3 Hours.**
This course introduces students to an interdisciplinary study of fine arts with a focus on the modern (and post-modern) world. Students will trace the development of modern sensibilities in major works of painting, sculpture, architecture, music and literature.

**HU 411. Senior Capstone Experience. 3-6 Hours.**
This course is to be taken by seniors completing the BS in Science and Humanities Degree, typically in their final semester of studies. The capstone will be an appropriate academic experience to their Individualize Program of Study, such as a senior thesis, a project with report, an internship with report, a portfolio, or an independent study. Capstone plans must be approved by the IPS student's faculty advising committee before registration.

# HY (HY)

## Courses

**HY 101. History of Western Civilization. 3 Hours.**
This is a survey course designed to present a concise view of the significant and relevant experiences of western civilization. Emphasis is placed on the major events, institutions, ideas and creative works that have shaped western civilization.

**HY 102. Early World Civilizations. 3 Hours.**
This course is a comparative study of the economic, social, political, and intellectual factors that shaped and defined the history of the world from ancient times to roughly 1500.

**HY 103. Modern World Civilizations. 3 Hours.**
A study of how economic, social, political and intellectual factors shaped and defined the history of selected Western and non-Western civilizations after 1500.

**HY 111. United States History I. 3 Hours.**
The social, political, and economic growth of the United States from 1620s to the Civil War is stressed. After a view of the colonial settlements, particular attention is devoted to the outbreak of the Revolutionary War, the framing of the Constitution, the struggle between Hamilton and Jefferson, the War of 1812, Jacksonian Democracy, the beginning of industrialization, the causes of the Civil War, and the problems of the Reconstruction Era.

**HY 112. United States History II. 3 Hours.**
Late nineteenth and early twentieth century social and economic history is examined against a background of the increased nationalism and the rapid industrialization accompanying and following the Civil War and Reconstruction Periods. The Agrarian revolt, the emergence of the country as a first-rate power, the Progressive movement, the New Deal and America's part in the two World Wars are emphasized.

**HY 201. The World of Islam. 3 Hours.**
This course examines the history, religious development, and current issues confronted by the people and governments of Islamic countries. Although the religion and its demographics encompass more than the geographic region known as the Middle East, a major focus of the course will be on this region which stretches from southern Asia to northeastern Africa. The genesis of modern civilization and today's major monotheistic religions is to be found in this area, as are some of the world's most pressing and perplexing political and religious issues.

**HY 202. Cultural Immersion Experience. 3 Hours.**
Through this course, students obtain experiential knowledge of culture and history in many different ways that may include interaction with indigenous individuals and their language, song, dance, and food.

**HY 210. World Geography. 3 Hours.**
This course is an in-depth study of world/human geography having as its basis the five themes of geography: location- the spot where a place is located; place- described by both physical location and human features; region-an area of the earth with one or more shared characteristics; movement-where, how and why people and ideas move; human & environment-how people and the environment affect each other. Each geographic area will be studied in terms of history, religion and geopolitical importance in space and time. Current events will be an integral part of the course as well as maps of all kinds. Mapping will be studied and skills for mapping will be explored and practiced.

**HY 211. American National Government. 3 Hours.**
The course places in historical perspective the development, organization, and function of American national government. Emphasis is placed upon development of the United States Constitution, the governmental administrative system and the political socialization process essential to an understanding of the American political system.

**HY 221. United States Social History. 3 Hours.**
An in-depth analysis of the United States social history from the Colonial period to the present period is examined. Particular attention is given to those nineteenth century social reform movements, as well as the broader institutional-corporate and governmental, cultural and intellectual forces, which have shaped twentieth century America.

**HY 299. Topic/. 1-6 Hour.**
This course is intended to provide the opportunity to offer topic courses in history that would not normally be a part of the Husson curriculum. As such the topics will depend upon the interests of students and faculty.

**HY 301. The 20th Century. 3 Hours.**
This course is a global history of the modern world: the world of the present century. It will benefit students of International Trade and Foreign Commerce, and those generally interested in contemporary history. Prerequisite(s): EH 112.

**HY 321. United States Military History I. 3 Hours.**
This course will examine major military events, policies, and practices and their effects on the growth and development of the United States from its colonial period to the Civil War. It will treat the clash of cultures on the ever-moving American frontier and the causes and outbreak of the Revolutionary War. It explores in detail the War with Mexico, the evolution of military command and staff, the American Civil War, and subsequent conflicts in which war, is employed as an instrumentality of conflict resolution.

**HY 322. United States Military History II. 3 Hours.**
This course will examine American military events, policies, and doctrines of the Twentieth Century and their effects on the growth and development of United States domestic and foreign policy. Looking at armed conflict as an instrument of policy, major events of the century will be critiqued including the world wars, the cold war era and the modern era which Samuel Huntington has characterized as a conflict of civilizations. Modern weaponry, strategy and tactics will be examined as well as changing military doctrine.

**HY 341. International Relations. 3 Hours.**
The course presents an analysis of current problems of global or international nature. Emphasis is placed on such issues as colonialism versus self-determination; power and morality in international politics; militarism versus world peace. The structure and operation of international agencies and alliances are also discussed.

**HY 401. Maine Native American History and Culture. 3 Hours.**
The course is mostly located in Washington County on the reservations and in New Brunswick, Canada, uncovering the history and culture of the Wabanakis. Topics to be experienced during the weeklong immersion experience may include spirituality, medicinal herbs, music, drumming, history, oral tradition, food, and preservation of language and culture.

**HY 421. Development of American Business in the 20th Century. 3 Hours.**
The course presents a history of the American economy from the nation’s early beginning to the twentieth century. Emphasis is placed upon the development of the country’s emerging economy, industrial transformation and the appeal for governmental intervention. Particular attention is also given to the role of capitalism, the modern corporation and government-business regulations in the twentieth century. Prerequisite(s): HY 111 and HY 112.

**HY 499. Topic/. 3 Hours.**
This course is intended to provide the opportunity to offer advanced courses in history that would not normally be a part of the Husson curriculum. As such the topics will depend upon the interests of students and faculty.

# IP (IP)

## Courses

**IP 499. Topic/. 1 Hour.**
This interprofessional course provides the opportunity for collaborative offerings that engage faculty and students across disciplines. Accordingly, the topics selected will reflect the interest of students and faculty.

# IS (IS)

## Courses

**IS 455. Independent Study. 1-6 Hour.**
This independent study offers an upper-class student the opportunity to present one or more small projects for analysis. The course may consist of seminars, individualized instruction, and/or research related to a specific area of specialization.

# LC (LC)

## Courses

**LC 100. Introduction to Language and Culture. 1-3 Hour.**
Introduction to a foreign culture, sometimes including travel abroad. Foreign language skills will be incorporated into the course. May be repeated with change in language or format.

**LC 101. Foreign Language Level One. 3 Hours.**
Introductory language course. This course will develop students' basic communicative competence in the language and their understanding of its culture. Throughout the course, students develop their listening, speaking, reading and writing skills Pronunciation and some basic grammar will be taught. The bulk of in-class work will be devoted to developing oral and aural skills.

**LC 111. Spanish I. 3 Hours.**
In this course, the student is introduced to modern Spanish; America's second spoken language. Using a combination of interactive media, Web-based experiences, cultural presentations and intensive class dialog, learners assimilate the fundamentals of the language by reading, speaking, reading, and listening.

**LC 112. Spanish II. 3 Hours.**
This course is a continuation of the elements of basic Spanish grammar covered in the introductory class, and progresses toward the development of simple conversational skills. Prerequisite(s): LC 111.

**LC 121. French I. 3 Hours.**
In this course the student is introduced to the language and conventions of modern French; a language used widely throughout the world and close to home in Maine's neighboring bilingual provinces of Quebec and Atlantic Canada. Making use of class instruction and audio-taped dialogs, students in practice dialog sessions expand their knowledge of the idiom.

**LC 131. Introduction to Chinese Culture and Language. 3 Hours.**
Introductory language course. This mandarin Chinese course will develop students' basic communicative competence in the language and their understanding of its culture. Throughout the course, students develop their listening, speaking, reading and writing skills Pronunciation and some basic grammar will be taught. The bulk of in-class work will be devoted to developing oral and aural skills.

**LC 299. Topic. 1 Hour.**
This course is intended to provide the opportunity to offer introductory courses in Language and Culture that would not normally be a part of the Husson curriculum. As such the topics will depend upon the interests of students and faculty.

# MC (MC)

## Courses

**MC 101. Introduction to Media. 3 Hours.**
Explore the evolution of the communications industry by studying the history of radio, television, print, film and computer technologies. This course also examines the legal issues of broadcasting and facility management, FCC Rules and Regulations and professional responsibilities and expectations. Students research the past and present trends of the media and incorporate their findings into their studies.

**MC 102. Radio Station Operations. 3 Hours.**
This is a practical course introducing the student to the operation of radio equipment. Projects are designed to provide students with beginner level skill in the operation of audio consoles, microphones, computers and editing.

**MC 103. Writing for Media. 3 Hours.**
This course introduces students to and provides intensive practice in the basic types of writing required by the broadcast media and advertising/marketing agencies. This will include advertising copy, writing for a website, promotional copy, public service announcements and business documents, including proposal writing.

**MC 114. Intro to News Reporting. 3 Hours.**
This course introduces students to how news is gathered and presented in a variety of media, including print, Web, radio and television. Major emphasis is on developing solid news values, reporting skills and writing skills. Ethical issues related to the practice of journalism are also discussed.

**MC 115. Radio News Writing and Reporting. 3 Hours.**
This course gives students intensive experience in gathering, writing, and producing news for radio, including capturing, editing and incorporating audio sound bites. Regular reporting assignments allow students to refine their skills in writing effective, concise radio news stories. By the end of the course, students will be able to report, write and produce a radio newscast, observing typical time constraints. Prerequisite(s): MC 114.

**MC 116. Intro to Public Relations. 3 Hours.**
Students tackle the fundamental principles and techniques of public relations and related communication tools. This course looks at current public relations practices and problems, types of communication, and communication strategies. Students learn how to organize thoughts and disseminate material to the appropriate channels while working to prepare an actual PR packet for an off campus non-profit agency.

**MC 127. Intro to Sports Journalism. 3 Hours.**
This is the NESCom gateway course to sports journalism. Alongside coursework designed to develop basic reporting and writing skills, this course introduces students to the practice of sports journalism. Students will learn the history of sports journalism, and deepen their sports knowledge and sports reporting skills in preparation for more advanced work in play-by-play, sportscast production, and sports information. The course includes intensive critique of the work of current professional sportscasters.

**MC 130. Broadcast News Performance. 3 Hours.**
This course provides students the opportunity for intensive work in all aspects of broadcast news performance. It is designed especially for students preparing for on-air careers in the field of broadcasting. The course includes extensive critique of broadcast news professionals, instruction in the use of technology used in radio and television news performance, and practice and coaching in radio and television news performance. Special emphasis is placed on reporter narration, anchoring, and delivering the live report.

**MC 202. Advanced Radio Applications. 3 Hours.**
In this course, students expand upon the skills learned in Station Operations I by adding automation, voice tracking, emergency alert system equipment, transmitters, and remote broadcast equipment. FCC technical requirements are also covered. Coursework is closely related to the campus radio station, WHSN-FM, including early preparation to be an on-air operator. Prerequisite(s): MC 102.

**MC 214. Radio News Lab. 3 Hours.**
This course gives students the opportunity to apply their radio news skills in the “real world” as a member of the WHSN news team. The student becomes a working reporter, gathering, writing and reporting news for broadcast. Students conduct interviews, attend press conferences and develop contacts in the local community, and may find themselves working alongside broadcast news professionals in the local market. Prerequisite(s): MC 115.

**MC 216. Principles of Advertising. 3 Hours.**
This course introduces the structural and behavioral components of the advertising process including research, media, copy and design. Students produce and edit material while learning how to evaluate and design an advertising campaign through research and planning.

**MC 217. TV News Writing & Reporting. 3 Hours.**
The knowledge and skills gained in MC 114 and MC 115 are applied in this course as students engage in hands-on television news gathering and reporting. Students will learn to report, shoot, write and edit television news and sports stories, using digital cameras and editing software, and the Associated Press Electronic News Production System (ENPS). Emphasis is on reporting, writing, production, and performance (including package narration, standups, and live shots). Outstanding stories may be submitted to NESCom’s weekly/bi-weekly, student-produced, TV newscast—NESCom Connection. Prerequisite(s): CT 100 and MC 115.

**MC 219. Sales Practices in Media. 3 Hours.**
Sales Practices in Media considers the unique characteristics of broadcast radio and television, cable television and satellite services, the Internet, cell phones and other “new media” that are being supported by advertising. Students learn how the various media are packaged and sold, the rating that determine their relative value, the costs of advertising on various media and the sales techniques employed by successful sales people.

**MC 220. Introduction to Marketing. 3 Hours.**
The course in an introduction to the language and issues of marketing with an emphasis on learning to develop responsive marketing strategies that meet customer needs. The course focuses on basic marketing concepts, the role of marketing in the organization, and the role of marketing in society. Topics include market segmentation, product development, promotion, distribution, and pricing. In addition, the course provides emphasis on self-marketing and concise oral and written presentation.

**MC 223. Reporting and Writing for Print. 3 Hours.**
This course offers in-depth practice in writing for newspapers and magazines with emphasis on news judgment, solid research, accuracy and writing style. Students weave the practical and conceptual elements of journalism together by writing news stories and features that pertain to current events of significant public interest. Assignments for this course are done both in the classroom and in the greater Bangor community. Prerequisite(s): MC 114.

**MC 227. Sports Journalism II. 3 Hours.**
This course is a continuation of MC 127. Students expand their sports knowledge and sports reporting skills in preparation for more advanced work in play-by-play, sportscast production, and sports information courses. The course includes intensive critique of the work of current professional sportscasters. Students may be assigned to assist with preparation for and broadcast of Husson University sporting events. Proper methods of courtside and in-studio interviewing will be taught. Prerequisite(s): MC 127.

**MC 231. Radio Performance. 3 Hours.**
This class introduces proper diction and use of the human voice as a delivery instrument for broadcast production. Students learn to deliver material in a variety of styles and receive critical feedback on their performance. Students utilize skills mastered in Radio Station Operations to write and produce short form production pieces including station promos, commercial advertisements, news and sports reports for web, entertainment features and public affairs programs. Students will be required to staff regular on-air positions on WHSN-FM. Prerequisite(s): MC 202.

**MC 235. Web Reporting. 3 Hours.**
This is primarily a writing course in which students learn to generate content for the Web. Assignments require students to produce well-researched materials that include photos, videos, audio, and other mixed media that are available to online journalists. The course also introduces students to blogging, and requires students to post weekly blogs online. Prerequisite(s): MC 114.

**MC 236. History of Mass Communications. 3 Hours.**
This course is a consideration of the inventions, events, and people that have shaped and influenced journalism in the United States, and how mass media and the practice of journalism, in particular, have shaped American history. The course follows the history and contributions of American journalism from colonial times to the Web, in the context of the technical, economic, political, and cultural aspects of American society. Prerequisite(s): MC 101.

**MC 240. Feature Writing. 3 Hours.**
Building on the reporting and writing skills developed in MC 223 and MC 235, this course offers students practical instruction and editorial guidance in writing publishable feature pieces for magazines and newspapers. Students are expected to write high quality, well-documented articles that demonstrate a mastery of attribution, organization, style and other basic journalism skills. Students are encouraged to learn the effective use of dialogue and narrative techniques, including vivid description and detail. Students also develop techniques to involve the reader emotionally through human interest including drama, pathos, empathy, humor, and curiosity. Prerequisite(s): MC 223 and MC 235.

**MC 245. Graphic Design for Print. 3 Hours.**
The skillful combining of images and text in designing for print is the core focus of this course. Topics in typography, image, space, color, and balance are integrated as projects are created. It is a working studio class and through demonstrations and hands-on work, students learn to solve visual problems using the industry standard software essential to graphic design professionals today. Prerequisite(s): CT 121.

**MC 255. Sports Play-by-Play. 3 Hours.**
This course pulls together the knowledge and skills students have acquired in basic journalism courses, and MC 127 and 227, to focus specifically on the sports play-by-play and color function in sportscasting. Students will learn how to prepare for a game and then do the broadcast on both radio and television. Prerequisite(s): MC 227.

**MC 299. Topic/. 1 Hour.**
This course listing is intended to provide the opportunity for faculty to offer courses of interest in Mass Communications that would not normally be part of the University curriculum.

**MC 301. Career Preparation. 1 Hour.**
This course sets students up with all the techniques needed to communicate to prospec¬tive employers. Learn effective ways to write cover letters, resumes and produce atten¬tion-getting audition tapes (radio and video). Students may even meet a future employer because media professionals conduct mock interviews in this course. Prerequisite(s): College Level=Senior.

**MC 314. Cross-Cultural Reporting. 3 Hours.**
This course explores issues facing U.S. news media in its struggle to understand an increasingly diverse society. It includes a historical overview of how the media portrays images and construct messages related to ethnicity, race, gender, class, and sexual orientation, and examines obstacles facing journalists' efforts to improve coverage and newsroom representation. Writing assignments help students prepare to do cross-cultural reporting with sensitivity and accuracy.

**MC 316. Advertising Campaigns. 3 Hours.**
Advertising II is an in-depth exploration of all the structures and functions used in advertising. From advertising planning and strategy to creative advertising, this course helps each student to find his/her own. Advertising II covers subjects such as advertising and the marketing process, planning and strategy, account planning and research, media planning and buying, print media, broadcast and interactive online media, internet media, broadcast and interactive media strategy, creative advertising, copywriting design and production, direct-response marketing, sales promotion, public relations, retail and business to business advertising, and international advertising. Prerequisite(s): MC 216 and BA 321.

**MC 317. Public Relations Techniques. 3 Hours.**
This course is designed to apply the fundamental principles of public relations. Through case studies and application, students learn how to develop and implement public relations campaigns. Emphasis is on the application of the four-step process in solving public relations problems. In this course, a student carries out public relations research, develops a public relations plan, implements components of that plan, and evaluates the results. Students also explore ethics and legal considerations, measurements and assessment methods, media relations, news conferences, special event planning, and crisis communication. Prerequisite(s): MC 116 and MC 245.

**MC 318. TV News Feature Reporting. 3 Hours.**
This advanced course focuses on creating news features for either same day broadcast or under an extended deadline with an emphasis on working as a backpack journalist. At least half the semester is academic as students analyze professional works and reading assignments. During the second half, students will shoot their own stories. Emphasis will be placed on writing, natural sound gathering and writing techniques, interviewing, editing, story preparation, shooting stand-ups and self-critique. One week will be devoted to sports features. Prerequisite(s): MC 217.

**MC 320. Broadcast Programming and Management. 3 Hours.**

**MC 322. Social Media Marketing. 3 Hours.**
This course utilizes a highly interactive format to teach students the tools of social media, how to understand and establish their online profile and ways to connect with others to market themselves and a business. Learning to effectively use the right tools can help students achieve marketing objectives and better navigate the vast array of marketing methods for managing an online profile and presence. Successfully completing this course will require learning and using podcasts, chats, forums, wikis, comment areas, twitter, picasa productively and participating as a member of the online community. Prerequisite(s): BA 321.

**MC 324. Editorial/Column Writing. 3 Hours.**
This course gives students a chance to hone their skills in critical, interpretive and opinion writing for newspapers and other media. Students will be assigned to write in several forms, including editorials, reviews, columns, and letters. In addition to developing skill in persuasive writing, this class is intended to further hone students' ability to think critically and logically. Prerequisite(s): MC 223.

**MC 325. Promotions. 3 Hours.**
In this course, students will be introduced to the skills needed to project a consistent brand associated with their station, its programs and its unique identity. They will learn to create marketing materials that will retain a consistent brand across multiple delivery platforms and the skills necessary to track results as well as listener perception. Students will also learn to create and advance successful radio promotions, both in station and at remote broadcasts in the community. Prerequisite(s): MC 231.

**MC 327. Advanced Sports Techniques. 3 Hours.**
In this course, sports journalism students are given extensive opportunities to develop their skills in shooting video for sports, including B-roll and interview material. Students develop skills in editing sports video, writing scripts, and doing sports reporting. By the end of this course, students will have the ability to do quality play-by-play work, and be able to shoot, edit, write and produce a five- to seven-minute sportscast. Prerequisite(s): MC 217 and MC 227 and MC 255.

**MC 328. Sports Information. 3 Hours.**
Sports Information is an advanced sports journalism course that introduces students to the sports information function and provides extensive practice in sports information work. Topics covered include: writing a sports news release, creating game notes and stats, the function of media passes, scheduling and conducting news conferences, and handling crisis situations. Students get up close and personal to sports information work at the high school, college, and professional levels. Prerequisite(s): MC 227.

**MC 329. Digital Illustration for Design. 3 Hours.**
Through this course, students learn to create original illustrations using Illustrator and Photoshop software. In addition, they will explore creative 2D image-making techniques usable for a variety of mediums. Drawing tools, image and type manipulation, brushes, patterns and effects will all be implemented in producing high-impact images for commercial as well as expressive applications. Prerequisite(s): MC 245.

**MC 330. Mass Communications Internship. 3 Hours.**
This experiential course is a university approved and supervised work experience with participating employers for Mass Communications students. It provides for the application of classroom learning in a professional work environment. Prerequisite(s): (Major=BS Mass Communications - Journalism or Major=BS Mass Communications - Marketing Communications or Major=BS Mass Communications - Radio Broadcasting or Major=BS Mass Communications - Sports Journalism) and ( College Level=Junior or College Level=Senior).

**MC 335. Graphic Design for Print II. 3 Hours.**
Graphic Design for Print II continues the study of design principles presented in MC 245. An emphasis is placed on advanced visual problem solving from concept development to final presentation. Through a series of hands-on projects, this course is geared towards being able to take the skills acquired and use them in a variety of settings. Projects for external clients along with those assigned by the instructor will ultimately lead to several professional pieces designed for portfolio use. Prerequisite(s): MC 245.

**MC 338. Communication Research Methods. 3 Hours.**
In this course, students examine methods used in planning marketing communications campaigns and public opinion surveys. Students also learn to design, interpret, and evaluate research instruments and reports. Prerequisite(s): MS 132.

**MC 341. Radio Program Producing. 3 Hours.**
This is an advanced course that teaches the unique skills necessary to successfully produce talk, news, sports and music programs. All of the elements, from board operation and screening calls to booking guests and using archival software programs, come together as students produce programs for broadcast on WHSN. Prerequisite(s): MC 231.

**MC 345. Producing/Hosting Public Affairs Show for Radio. 3 Hours.**
Public affairs programming focuses on issues of politics and public policy. In this class, students will prepare radio reports on public affairs issues including municipal meetings, the environment, and non-profit organizations. Students will work to improve skills in interviewing, field production, news writing, and radio studio production. The class will also analyze long form public affairs radio and television shows in order to prepare a 15-minute broadcast quality public affairs program to be aired on WHSN-FM. Prerequisite(s): MC 114 and MC 115 and (MC 214 or MC 231).

**MC 347. Photojournalism. 3 Hours.**
This introductory course in photojournalism and editorial photography will explore the use of the photographic image in narrative, documentary, and editorial form for newspapers, magazines, and internet. Students will be expected to engage in photography on a weekly basis according to industry standards. Assignments will include: sport news, general news, features, sports, editorial portraits, and photo story. Aspects of journalism such as story ideas, research, and picture editing will be addressed. Students will be required to write captions and essays for a majority of photojournalism assignments, and will be required to place their images into pre-designed layouts for editorial assignments. Legal and ethical issues of photojournalism will be explored, along with visual on-location problem solving skills. Prerequisite(s): CT 245 and MC 223 and MC 217.

**MC 360. Reporting and Producing TV News. 3 Hours.**
In this course, students apply the reporting skills they've developed in MC 115 and MC 217 to report and produce news for television. Students work cooperatively with students in CT 339 and CT 325 classes to report, write, and produce television news packages and ultimately produce an entire newscast, including sports, features, and interviews. Major emphasis is on reporting skills, writing, package and newscast production, and performance. The cooperative dimension of the course helps students understand the critical importance of communicating with colleagues, photographers/editors, directors, and studio crew in creating and presenting television news. Prerequisite(s): MC 115 and MC 217.

**MC 400. Ethics in Media. 3 Hours.**
Ethics are part of every aspect of life. In this course, students learn the decision making process of applying ethical practices to the media while enjoying exciting classroom debates and projects that explain the journalist's ethical responsibility. The course utilizes current events along with supplemental textbook cases. Prerequisite(s): College Level=Senior.

**MC 406. Media Law and Regulation. 3 Hours.**
This course provides an overview of current law pertaining to the regulation of broadcasting and the role of the Federal Communications Commission, the U.S. Congress, and the U. S. Supreme Court. It offers a comprehensive look at landmark court decisions regarding Fairness Doctrine, the Equal Opportunities provision, libel, the First Amendment, and the Freedom of Information Act. Prerequisite(s): College Level=Senior.

**MC 418. Marketing Communications Campaigns. 3 Hours.**
This capstone course employs public relations skills learned in previous classes to produce work for a non-profit client in a simulated agency setting. Student vision, plans and execution benefit the clients and showcases public relations knowledge. Students are encouraged to use their professional experience and aspirations as well as their personal interests to design and guide their work in the class. Emphasis is on communication skill development, conceptual understanding and production of public relations media including news releases, public service announcements, brochures, fliers etc. Students conclude the class with a portfolio of quality materials that will be put to use by clients. Prerequisite(s): MC 317 and MC 335 and MC 338.

**MC 432. Radio Station Management. 3 Hours.**
This course is designed to provide academic credit as well as practical experience in performing radio station management duties including positions such as operations manager, program director, news director, music director, traffic manager, and sports director at WHSN-FM. Application of good leadership and management techniques is expected. Through readings and discussion, the role of "manager" and his/her relationship to employers and employees is made clear. These competitive positions are selected by the department head and station manager. Prerequisite(s): MC 341.

**MC 437. Producing and Hosting a Sports Show. 3 Hours.**
This course pulls together all of the knowledge and skills students have developed in lower level courses and allows them to produce and host a weekly 15 to 30 minute sports show, featuring local, regional and national sports teams and action. Students produce sports shows for radio and television, and possibly for the Web. This is essentially a capstone experience for students in sports journalism, giving them a chance to hone their reporting, writing and performance skills to create a show that looks and sound good on their audition reel. Prerequisite(s): MC 227 and MC 360.

**MC 438. Producing and Hosting a Public Affairs Show. 3 Hours.**
Essentially a capstone experience for students in the broadcast journalism concentration, this course draws on the reporting, writing, interviewing, and producing skills students have developed in lower level courses, to produce long-form public affairs programs for radio and television, and for airing online, on WHSN Radio, and on the NESCOM BROADCAST NETWORK. Prerequisite(s): MC 360.

**MC 439. Magazine Workshop. 3 Hours.**
In this course, students in the print/Web journalism concentration have the opportunity to create, design, report, write and publish an original, non-fiction, online magazine. This is, essentially, the capstone experience for print/Web students, requiring them to exercise advanced skills to produce a publication that clearly demonstrates the knowledge, skills, and abilities they have developed in their time at NESCom. Prerequisite(s): MC 217 and MC 223 and MC 235.

**MC 499. Topic. 1 Hour.**
This course listing is intended to provide the opportunity for faculty to offer advanced courses of interest in Mass Communications that would not normally be part of the University curriculum.

# MI (MI)

## Courses

**MI 111. Introduction to Microcomputing. 3 Hours.**
The elements of hardware, software and the uses of the microcomputer in today’s society. Hands-on experience includes word processing, spreadsheet, database management, and presentation software.

**MI 131. Intro to Information Systems. 3 Hours.**
Course surveys the historical, social and technological contexts of modern computing and computer science. Students are exposed to material through lectures and a number of online lab activities.

**MI 132. Introduction to Web Design. 3 Hours.**
Students construct web pages using Hypertext Markup Language (HTML) and JavaScript. Emphasis is on structures and concepts used in development. Internet technologies, including TCP/IP protocols, client/server programming, and security are discussed.

**MI 133. Advanced Web Design. 3 Hours.**
Students explore a variety of technologies that can be used in conjunction with HTML to build web pages with rich content. Emphasis is placed on the strengths and weaknesses of the various technologies, as well as appropriate use. Prerequisite(s): MI 132.

**MI 210. Basic Database Design and Implementation. 3 Hours.**
The course provides a strong hands-on overview of relational databases. Using small office database technologies (such as Microsoft Access) students will explore proper database design and construction. SQL is introduced as the primary tool for extracting data out of a database. The course is intended for non-IT majors. IT majors are directed to MI 411.

**MI 214. Microcomputer Spreadsheet Applications. 3 Hours.**
This course covers microcomputer spreadsheet software. Topics include: functions, decision making, macros, custom menus, importing and exporting.

**MI 226. Web Applications. 3 Hours.**
Students construct web pages using Hypertext Markup Language (HTML) and JavaScript. Emphasis is on object-oriented thinking and hands on work. Internet technologies including TCP/IP protocols, client/server programming, and security are also discussed. Prerequisite(s): MI 111.

**MI 241. Managing and Maintaining a PC I. 3 Hours.**
Course develops a base for supporting end-user workstation system. Emphasis is on hands on installation, configuration, and problem solving computer hardware and software in a laboratory setting. Prepares the student for the Comp TIA's A+ exams. Prerequisite(s): MI 132.

**MI 242. Managing and Maintaining a PC II. 3 Hours.**
A continuation of Managing and Maintaining a PC I. Prepares the student for the Comp TIA's A+ exams. Prerequisite(s): MI 241.

**MI 245. Desktop Publishing. 3 Hours.**
Students use current software packages to produce a wide range of high-quality interoffice publications such as forms, proposals and directories, and outside–of-organization communications such as flyers, catalogs, annual reports, brochures, newsletters, etc. Students will become familiar with typographic techniques used to create professional-looking documents. The use of basic design and layout features such as white space, graphic elements, and color will be introduced. Accuracy and creativity are essential as the students design and publish functional promotional materials. A professional portfolio containing sample projects is an integral part of the evaluation process.

**MI 261. Introduction to Computer Programming I. 3 Hours.**
This is a three credit hour course and the first of a two course sequence serving as an introduction to computer programming. The course covers the basic terminology and structure of writing computer software. In addition, the course establishes a solid foundation in the use of the basic building blocks associated with writing software including data types, variables, conditional and looping constructs, error handling, and debugging. Throughout the course, students will be introduced to and expected to follow industry standards and best practices of the software development discipline.

**MI 262. Introduction to Computer Programming II. 3 Hours.**
This is a three credit hour course and the second of a two course sequence serving as an introduction to computer programming. The course covers the basic terminology and structure of writing computer software. In addition, the course builds upon the solid foundation in the use of the basic building blocks associated with writing software including arrays, collections, classes, file I/O, and database connections. Throughout the course, students will be introduced to and expected to follow industry standards and best practices of the software development discipline. Prerequisite(s): MI 261.

**MI 299. Topic/. 3 Hours.**
This course is of variable content with selected topics presented to provide prerequisites for specifically identified additional coursework in CIS. The course emphasizes independent investigation and the fundamental principles of computing and information technology.

**MI 321. Systems Analysis & Design. 3 Hours.**
Methodology for the investigation analysis and general design, detailed design, and implementation of computer information systems is covered. Comprehensive case studies are used to illustrate the phases of CIS project development. Topics presented for system development include data flow diagrams, normalization, RAD, extreme programming (XP), software development life cycle (SDLC), and program specifications. Prerequisite(s): MI 261.

**MI 322. Decision Support and Expert Systems. 3 Hours.**
These systems are designed to synthesize what is known about the business application and to make that knowledge available to and effective in the hands of working decision-makers. Topics covered include artificial intelligence, natural language systems, expressing rules, and dealing with uncertainty. Expert system development software is used. Prerequisite(s): MI 111.

**MI 325. Algorithms and Data Structures I. 3 Hours.**
This is a three credit hour course and the first of a two course sequence serving as an introduction to the algorithms and data structures utilized in computer programming. The course covers the basic data structures used in software development including lists, sorted lists, stacks, queues, sets, and graphs and their implementations. For algorithms, the students will be introduced to a number of algorithm designs including greedy and divide-and-conquer, and specific algorithms including resizing arrays, shortest path, and spanning trees. Prerequisite(s): MI 261.

**MI 326. Algorithms and Data Structures II. 3 Hours.**
This is a three credit hour course and the second of a two course sequence serving as an introduction to the algorithms and data structures utilized in computer programming. The course covers the basic data structures used in software development including lists, sorted lists, stacks, queues, sets, and graphs and their implementations. For algorithms, the students will be introduced to a number of algorithm designs including greedy and divide-and-conquer, and specific algorithms including resizing arrays, shortest path, and spanning trees. Prerequisite(s): MI 325.

**MI 331. Networking. 3 Hours.**
This course covers the different types of networking topologies: client-server, peer-to-peer, and network administration. Practical aspects include setting up a network, hardware maintenance, and hands-on experience.

**MI 332. Advanced Networking. 3 Hours.**
This course builds upon basic network knowledge. Topics covered include network topology, infrastructure, hardware, segmentation, and troubleshooting as networks increase in scale and complexity. Security issues will be examined to protect data assets from internal and external threats. Prerequisite(s): MI 331.

**MI 333. Computer Forensics. 3 Hours.**
This course will focus on the investigative use of computer technologies and electronic records. Students will be exposed to “digital evidence” and the valuable information it can provide to investigators. The course will have a two-tier approach. (1) Students will be shown how to extract readily decipherable information from someone’s computer such as looking for at their files or their browser history of web sites visited. Even if the information is password protected or has been deleted it might still be recoverable. (2) The course will examine criminals who use computers and the Internet to commit various crimes ranging from trying to lure children into chat rooms or face-to-face meetings to every sort of financial fraud. This course is intended to address a growing need in law enforcement. Prerequisite(s): Major=BS Comp Info Systems or Major=BS Criminal Justice.

**MI 341. Managing and Maintaining a Windows Server I. 3 Hours.**
Course builds on fundamentals developed in MI 241-242 to detail the challenges and technology of distributed system management. Example topics include Configuration Management, Backup/Disaster Recovery, User Management, Data Management, Application Management, Logistics and Licensing. Prerequisite(s): MI 242.

**MI 342. Managing and Maintaining a Windows Server II. 3 Hours.**
Course is a continuation of MI 341 Managing and Maintaining a Windows Server I. This course focuses on network configuration and security of the server. Prerequisite(s): MI 341.

**MI 351. Information System Internship. 3 Hours.**
Cooperative Education is a College-supervised work experience course with participating employers in business and nonprofit organizations that provide a practical application of classroom theory. Prerequisite(s): College Level=Junior or College Level=Senior.

**MI 352. Information System Internship. 3 Hours.**
Cooperative Education is a College-supervised work experience course with participating employers in business and nonprofit organizations that provide a practical application of classroom theory. Prerequisite(s): College Level=Junior or College Level=Senior.

**MI 353. Information System Internship. 3 Hours.**
Cooperative Education is a College-supervised work experience course with participating employers in business and nonprofit organizations that provide a practical application of classroom theory. Prerequisite(s): College Level=Junior or College Level=Senior.

**MI 354. Information System Internship. 3 Hours.**
Cooperative Education is a College-supervised work experience course with participating employers in business and nonprofit organizations that provide a practical application of classroom theory. Prerequisite(s): College Level=Junior or College Level=Senior.

**MI 361. Java I. 3 Hours.**
This course focuses on problem solving using an object-oriented programming language. Emphasis is on programming using modern practices. Prerequisite(s): MI 262.

**MI 362. Java II. 3 Hours.**
This course builds on language used in MI 361. Explores advanced use of the language including packages for data access and web server scripting. Prerequisite(s): MI 361.

**MI 411. Database Design. 3 Hours.**
The design of a database as part of the CIS development process is covered in detail. The theory and practical application of both relational and network databases is included. Normalization and SQL are also covered in detail.

**MI 421. Project Management Techniques. 3 Hours.**
Projects are undertakings, which must be completed within cost, schedule and quality constraints. This course provides the student with practical methodology for planning and managing large or small projects effectively. Software such as Microsoft Project for Windows® is used.

**MI 422. Information System Project Development. 3 Hours.**
A comprehensive project in CIS is undertaken. The team approach is used to plan, manage and implement a realistic CIS project of moderate complexity. Prerequisite(s): MI 421.

**MI 499. Topic/. 1-3 Hour.**
This is a course of variable content. Faculty and students prepare a special topic of timely interest in the area of management information systems. The course may consist of seminars, individualized instruction and/or research related to a specific area of specialization.

# ML (ML)

## Courses

**ML 100. Leadership Laboratory. 0 Hours.**
Laboratory course.

**ML 101. Foundations of Officership. 1 Hour.**
ML 101 introduces you to the personal challenges and competencies that are critical for effective leadership. You will learn how the personal development of life skills such as goal setting, time management, physical fitness, and stress management relate to leadership, officer ship, and the Army profession. The focus is on developing basic knowledge and comprehension of Army leadership dimensions while gaining a big picture understanding of the ROTC program, its purpose in the Army, and its advantages for the student.

**ML 102. Basic Leadership. 1 Hour.**
ML 102 overviews leadership fundamentals such as setting direction, problem-solving, listening, presenting briefs, providing feedback, and using effective writing skills. You will explore dimensions of leadership values, attributes, skills, and actions in the context of practical, hands-on, and interactive exercises.

**ML 105. Leadership and Physical Fitness. 1 Hour.**
This course is a requirement for commissioning as a 2nd Lieutenant in the United States Army. The course is a study of the United States Army physical fitness program, including aerobic exercises and strength - building programs, which improve actual leadership and fitness opportunities. Physical Training (PT) is an expectation that the students will be required to attend. PT will be conducted on campus three times a week with one day being mandatory. This 105 course is taken once during the student's time as a cadet with the Battalion. There is no military obligation associated with this course.

**ML 201. Individual Leadership Studies. 2 Hours.**
ML 201 explores the dimensions of creative and innovative tactical leadership strategies and styles by studying historical case studies and engaging in interactive student exercises. Cadets practice aspects of personal motivation and team building in the context of planning, executing, and assessing team exercises. Focus is on continued development of the knowledge of leadership values and attributes through an understanding of rank, uniform, customs, and courtesies. Leadership case studies provide tangible context for learning the Soldier's Creed and Warrior Ethos as they apply in the contemporary operating environment (COE).

**ML 202. Leadership and Teamwork. 2 Hours.**
ML 202 examines the challenges of leading tactical teams in the complex contemporary operating environment (COE). This course will highlight dimensions of terrain analysis, patrolling, and operation orders. Continued study of the theoretical basis of the Army leadership framework explores the dynamics of adaptive leadership in the context of military operations. ML 202 provides a smooth transition into ML 301. Cadets develop greater self awareness as they assess their own leadership styles and practice communication and team building skills. COE case studies give insight into the importance and practice of teamwork and tactics in real-world scenarios.

**ML 301. Leadership and Problem Solving. 3 Hours.**
Students conduct self-assessment of leadership style, develop personal fitness regimen, and learn to plan and conduct individual/small unit tactical training while testing reasoning and problem-solving techniques. Students receive direct feedback on leadership abilities.

**ML 302. Leadership and Ethics. 3 Hours.**
Examines the role of communications, values and ethics play in effective leadership. Topics include ethical decision making, consideration of others, spirituality in the military and surveys Army leadership doctrine. Emphasis on improving oral and written communication abilities. Prerequisite(s): ML 301.

**ML 350. The Evolution of American Warfare. 3 Hours.**
Historical analysis of American theory of warfare from colonial period through Operation Desert Storm and the applications of Force XXI. Social, economic and political influences are examined, tracing the evolution of the American military; the development of a global military strategy, imprint of the social fabric of the nation on the military as the United States evolved into a world power. Additionally, the student will examine the effects of institutions on organization structures. Technology and the practice of warfare is emphasized.

**ML 401. Leadership and Management. 4 Hours.**
Develop student proficiency in planning and executing complex operations, functioning as a member of a staff and mentoring subordinates. Students explore training management, methods of effective staff collaboration, and developmental counseling techniques. Prerequisite(s): ML 302.

**ML 402. Officership. 4 Hours.**
Study includes case study analysis of military law and practical exercises on establishing an ethical command climate. Students must complete a semester long senior leadership project that requires them to plan, organize, collaborate analyze and demonstrate their leadership skills. Prerequisite(s): ML 401.

# MS (MS)

## Courses

**MS 115. Quantitative Literacy. 3 Hours.**
Quantitative Literacy provides a college level experience that focuses on the process of interpreting and reasoning with quantitative information. Students are expected to build on prior understanding of mathematical models and applications, while integrating concepts from logic, algebra, geometry, probability and statistics. Understanding the language of mathematics, developing strategies and interpreting results, are learned via a context driven approach requiring a willingness to think about quantitative issues in new ways. The three credit course meets general education quantitative literacy requirement. Prerequisite(s): MS 111 or MS 242 or MS 141.

**MS 131. Logic and Problem Solving. 3 Hours.**
This course is designed to develop logical thought processes and to lead to critical forms of reading and thinking. Topics include statement forms and types of statement connectives. Techniques of problem solving are taught.

**MS 132. Probability and Statistics. 3 Hours.**
This course is an introduction to the theory and application of probability and statistical analysis. Both descriptive and inferential techniques will be studied, with emphasis placed on statistical sampling and hypothesis testing. Also considered will be linear regression, contingency table analysis, and decision-making under uncertainty.

**MS 141. Contemporary College Algebra. 4 Hours.**
Contemporary College Algebra provides students a college level academic experience that emphasizes the use of algebra and functions in problem solving and modeling, provides a foundation in quantitative literacy, supplies the algebra and other mathematics needed in partner disciplines, and helps meet quantitative needs in, and outside of, academia. Students address problems presented as real world situations by creating and interpreting mathematical models. Solutions to the problems are formulated, validated, and analyzed using mental, paper and pencil, algebraic, and technology-based techniques as appropriate. Four credit hours.

**MS 150. History of Mathematics. 3 Hours.**
This course introduces students to the development of mathematics from ancient to modern times, with emphasis on methods and techniques of particular times and cultures. The course also explores the connections between mathematics and other types of academic or artistic thought of a specific period, as well as the influence of mathematics on various societies. Prerequisite(s): MS 141 or MS 180 or MS 181 or MS 182.

**MS 180. Precalculus with Trigonometry. 4 Hours.**
This course is intended to prepare students for MS 181 Calculus with Applications as well as providing instruction in trigonometry to support subsequent studies in physics, chemistry, and mathematics. Emphasis is on the analysis of elementary functions and modeling, including polynomial and rational functions, exponential and logarithmic functions, and trigonometric functions. Topics in analytic trigonometry and analytic geometry are also included. Four credit hours.

**MS 181. Calculus with Applications. 4 Hours.**
This course provides an introduction to single variable calculus and its application. Emphasis is on conceptual understanding of the major ideas of calculus including limits as models of approximation, derivatives as models of change, and integrals as models of accumulation. Concepts are explored by combining, comparing and moving among graphical, numerical, and algebraic representations. This course serves as a prerequisite for MS182 Calculus II. Four credit hours. Prerequisite(s): MS 180.

**MS 182. Calculus II. 4 Hours.**
This course is a continuation of MS181 Calculus with Applications. Prepares students for subsequent studies in mathematics, science, and business. Topics include concepts and applications of numerical integration, applications of integration, antidifferentiation, function approximation, improper integrals, and infinite series. Emphasis on concepts, complementing symbolic with graphical and numerical points of view. Integrates technology to support pedagogy and computation. Four credit hours. Prerequisite(s): MS 181.

**MS 221. Number Theory. 3 Hours.**
In this course, students will explore the structure and properties of the Integers and some natural generalizations. Topics covered include unique factorization into primes, modular arithmetic, Fermat's Little Theorem and its applications, and may also include quadratic reciprocity, simple arithmetic functions, diophantine equations, factorization methods, primality testing, and cryptography. Prerequisite(s): MS 141 or MS 180 or MS 181 or MS 182.

**MS 223. Research Design. 3 Hours.**
This course introduces basic concepts and skills needed for understanding and conducting research in the social, educational and health sciences. Students will receive a basic introduction to the fundamentals of research—what it involves, what types exist, and how to design and conduct such research. Examined are the essential terms and concepts of research necessary for students to critically evaluate research literature, develop solid research questions, and plan simple research projects. Students will acquire foundation knowledge through readings and lecture. Active engagement with the research process will occur through class participation, exercises, literature reviews, development of research questions, and creation of inquiry strategies for answering research questions. Prerequisite(s): MS 132.

**MS 230. Multivariable Calculus. 4 Hours.**
Extends the notions of single-variable Calculus to functions of several variables. Includes vector-valued functions, arc length, curvature, partial differentiation, the chain rule, and grad, div, curl, as well as iterated integrals. Prerequisite(s): MS 182.

**MS 232. Finite Mathematics. 3 Hours.**
In this the student studies the algebraic development of linear and nonlinear equations and inequalities. Topics include math of finance, analytic geometry, linear systems of equations and inequalities, matrix theory, and linear programming. This course is designed as a continuation for those students who have taken Ms 111. Prerequisite(s): (MS 111 or MS 141 or MS 242).

**MS 241. Linear Algebra with Applications. 3 Hours.**
This course begins with a generalized study of systems of linear equations, developing the notion of vectors and matrices. From these ideas naturally follows the study of vector spaces of dimension three or larger, including bases, eigenvalues, eigenvectors, and matrix representations of linear transformations and change of bases. Applications discussed may include computer graphics, facial recognition, (internet) search optimization, linear programming, cryptography, Leontief economic analysis. Prerequisite(s): MS 181.

**MS 250. Introduction to Proof. 3 Hours.**
This course provides an introduction to the notion of mathematical proof, including a variety of techniques such as proof by contradiction and proof by mathematical induction. Topics covered typically include elementary logic, set theory, number theory, or abstract algebra, although no background is assumed in any of these areas. Students learn how to write proofs using proper notation, clear and concise language, in part by multiple revisions of their own work and critiques of others'. Prerequisite(s): MS 180.

**MS 251. Discrete Mathematics. 3 Hours.**
This course introduces abstract mathematical structures used to represent discrete objects, including sets, permutations, relations, graphs, and trees. Emphasis is on mathematical reasoning, combinatorial analysis, and algorithmic thinking. Applications of the material are selected from subject areas ranging from computer science to geography. Prerequisite(s): MS 180.

**MS 258. Introduction to Differential Equations with Linear Algebra. 4 Hours.**
Differential Equations is the study of how to identify a function from equations involving the derivatives of the function. These types of equations arise naturally in a number of places, among them biological population models, radioactive decay, heat diffusion, motion. A variety of techniques will be explored, such as separation of variables, integrating factors, variation of parameters, undetermined coefficients, and the Laplace transform. This course also includes an introduction to elementary linear algebra. Prerequisite(s): MS 182.

**MS 273. Introduction to Cryptography. 3 Hours.**
This course introduces students to the rapidly growing field of cryptography, an application of algebra. Cryptography is an indispensable tool for protecting information in computer systems. This course explains the inner workings of cryptographic primitives and their applications. Topics range from classical cryptosystems, some of which are thousands of years old, to the cutting-edge area of quantum cryptography. Relevant topics from number theory will be covered as well. Prerequisite(s): MS 141 or MS 180 or MS 181 or MS 182.

**MS 299. Topic. 1-6 Hour.**
This course is intended to provide the opportunity to offer introductory courses in mathematics that would not normally be a part of the Husson curriculum. As such the topics will depend upon the interests of students and faculty.

**MS 332. Applied Statistics. 3 Hours.**
This course introduces students to linear regression and statistical modeling. After a brief review of basic statistics concepts, students will study simple linear regression, multiple linear regression, regression diagnostics, transformations, model selection procedures, common difficulties encountered with regression analysis, and other topics as time permits. Statistical software will be used to summarize data sets and build models. Prerequisite(s): MS 132.

**MS 345. Biostatistics. 3 Hours.**
Biostatistics encompasses the application and use of statistical procedures for the purposes of obtaining a better understanding of variations in data and information on living systems. Students will become familiar with one, or more, statistical software packages which will have descriptive and analytic statistical capabilities as well as report writing capacity. This course will instruct students on how to use and interpret data and information through the application of the principles of statistical inference. Specific diseases and public health issues will be used as examples to illustrate the application and use of biostatistical principles. Prerequisite(s): MS 223.

**MS 411. Introduction to Abstract Algebra. 3 Hours.**
This is a first course in Abstract Algebra, the language of modern mathematics. This course introduces students to this language through a study of groups, rings, integral domains, and unique factorization domains. Applications of abstract algebra to such fields as physics, chemistry, and computer science will be explored as well. Prerequisite(s): MS 181 and MS 250.

**MS 412. Abstract Algebra II. 3 Hours.**
This is a second course in Abstract Algebra, focusing on the principles of Galois theory. Topics include fields, algebraic extensions, normal extensions, and further study of groups and rings. Prerequisite(s): MS 411.

**MS 421. Introduction to Mathematical Analysis. 3 Hours.**
This course formally introduces main concepts in the field of real analysis, the mathematical analysis of functions of a real variable. Although Calculus was discovered in independently by Newton and Leibniz in the seventeenth century, the mathematics behind it was not formalized until the nineteenth century. Mathematical analysis formalizes the delta-epsilon definition of limit and related concepts, including limits which are used in calculus to define derivatives and integrals, thus making precise the mathematics behind the calculus. Prerequisite(s): MS 182.

**MS 430. Introduction to Probability and its Applications. 3 Hours.**
This course is designed to provide a strong basis in probability for students who may go on to deeper studies of statistics, mathematics, engineering, business, or the physical and biological sciences. Topics include foundations of axiomatic probability, conditional probability and independence, discrete and continuous probability distributions, multivariate distributions, and limiting distributions. Applications of the material will be selected from subject areas ranging from epidemiology to securities trading. Prerequisite(s): MS 182.

**MS 431. Complex Analysis. 3 Hours.**
Functions of complex variables are of surprisingly great importance in numerous branches of pure mathematics. Analysis of such functions is a key tool in the proofs of many theorems concerning seemingly unrelated branches of mathematics, such as the famous Prime Number Theorem regarding the distribution of the prime numbers. Complex Variables also play a crucial role in a number of branches of science, including physics and engineering. This course touches upon the purely mathematical aspects of complex analysis while also applying the concepts to a wide array of real-world problems in the sciences. Prerequisite(s): MS 182 and MS 230.

**MS 441. Introduction to Numerical Analysis. 3 Hours.**
This course introduces algorithms commonly deployed for solving numerical computation problems formulated in science and engineering. Emphasis is on issues of implementation, including the accuracy, computational efficiency, and stability of each algorithm considered in the course. Topics are chosen from the numerical solution of nonlinear equations, interpolation and polynomial approximation, numerical integration and differentiation, numerical linear algebra, initial and boundary value problems for ordinary differential equations, and least squares approximations. Prerequisite(s): MS 230 and MS 241.

**MS 450. Modeling and Simulation. 3 Hours.**
This course introduces computer simulation as a research tool through its application to problems from calculus, differential equations, linear algebra, graph theory, dynamical systems, and physics. Prerequisite(s): MS 181 and MS 182 and MS 216.

**MS 451. Nonlinear Dynamics. 3 Hours.**
This course will add another option for the math minor, and would be an elective in a mathematics major (when/if that major becomes available). Biology and chemistry students would also benefit from this elective as well since many of the equations and models studied are biological or chemical in origin. Prerequisite(s): MS 258.

**MS 454. Topology I. 3 Hours.**
Sometimes referred to as rubber-sheet geometry, topology is the branch of geometry concerning those properties which remain unchanged by any bending or stretching, as long as there is no cutting or pasting. Topics will include topological spaces, open and closed sets, continuous functions, interior and limit points, boundary, compactness and connectedness. Also, students will learn how to construct new topological spaces from old ones. The course will include a final project involving an introduction to some more advanced concepts. Prerequisite(s): MS 181.

**MS 456. Euclidean and non-Euclidean Geometries. 3 Hours.**
This course begins with a thorough and rigorous treatment of Euclidean plane geometry, including classical proofs, straightedge and compass constructions, trigonometry, the dot product and the Euclidean Parallel Postulate. The course continues with a study of Elliptical geometry, in which the curvature is positive, and there are no parallel lines, and the angle sum of any triangle is bigger than 180 degrees and Hyperbolic geometry, where there is negative curvature, and there are infinitely many parallel lines through a given point not on a given line. Other examples considered include crochet, tessellations and the art work of the famous artist M.C. Escher, the film Flatland and Professor Thomas Banchoff's film on the Hyper- Cube. The course concludes with a discussion of possible implications and generalizations including the geometry of other kinds of surfaces such as the torus. Prerequisite(s): MS 181.

**MS 499. Topic/. 1-3 Hour.**
This course is intended to provide the opportunity to offer advanced courses in mathematics that would not normally be a part of the Husson curriculum. As such the topics will depend upon the interests of students and faculty.

**MS 93. Core Arithmetic and Algebra. 4 Hours.**
Core Arithmetic and Algebra provides a review of necessary concepts and skills required for success in general education college mathematics, and serves as preparation for MS141 Contemporary College Algebra. The course does not count toward the degree. A minimum grade of C is required. Four credit hours.

# NU (NU)

## Courses

**NU 100. Professional Concepts in Nursing. 3 Hours.**
The major focus of this course is on preparing the student to succeed in the rigorous nursing curriculum. Included within this focus are the essence of baccalaureate nursing and the curriculum design. Also included are discussions aimed to enhance student success, including self assessment and identification of learning styles. The major concepts and subconcepts of this nursing course will provide a framework for the individual’s program of study. The concepts include, but are not limited to, critical thinking, the nursing process, teaching and learning.

**NU 208. Health Assessment. 4 Hours.**
The emphasis of this course is on the nursing assessment of the healthy adult. The student will learn to gather subjective and objective data about a client’s health status and to perform a systematic physical assessment. The clinical laboratory setting will be utilized to practice the techniques of assessment and the identification of normal findings. Prerequisite(s): SC 221 and SL 221 and SC 222 and SL 222.

**NU 211. Nursing Intervention I. 3 Hours.**
This course introduces concepts of patient care and basic nursing interventions used in caring for individuals throughout the lifespan. Learners will use the classroom and skills laboratory to gain beginning competence in nursing theory, nursing process, basic nursing skills, therapeutic communication, and critical thinking. Students will also develop an awareness of diverse cultural beliefs and values in relation to health care. A major focus will be on the nurse’s role in the safe delivery of care. Prerequisite(s): SC 221 and SL 221 and SC 222 and SL 222 and SC 180 and SL 180 and NU 100.

**NU 212. Nursing Intervention II. 4 Hours.**
This course is the second half of NU 211 and focuses on knowledge and skills that are fundamental to nursing care throughout the lifespan and regardless of disease entity. Using the classroom, lab, and clinical placements, learners will demonstrate competence in the application of the nursing process in the planning and delivery of nursing care. Themes of growth and development, cultural diversity, evidence-based practice, and critical thinking will be threaded throughout. Skills and knowledge learned in this course are foundational to learning throughout the rest of the curriculum. Prerequisite(s): NU 211.

**NU 214. Pharmacology. 3 Hours.**
This course builds upon students' knowledge of anatomy, physiology, chemistry and the nursing process. It is designed to provide the knowledge required for the safe administration of drugs and teaching with patients across the life span. Actions, therapeutic uses, interactions and side effects of major drug classifications, as well as nursing responsibilities related to drug administration to patients across the life span are examined. Prerequisite(s): NU 211.

**NU 299. Topic/. 1 Hour.**
Selected topics in nursing are considered. The course enhances students' knowledge of professional nursing, building upon previous knowledge of the nursing and research processes. Emphasis is placed on increasing awareness of current professional issues in nursing.

**NU 315. Child Health. 5 Hours.**
This course addresses the care of ill children and their families. Adaptation theory will be used as the theoretical framework for nursing assessments, interventions, and evaluations. The nursing process is applied relative to this population. This course encompasses diagnostic and therapeutic techniques. Clinical opportunities are provided in the acute care setting. Prerequisite(s): NU 206 and NU 208 and NU 211 and NU 212 and NU 214 and SC 233 and SC 234.

**NU 320. Nursing Research. 3 Hours.**
Students will understand the basic concepts, processes, and applications of quantitative and qualitative research. Students will analyze the role and implication of nursing research and research within other disciplines on the nursing profession. Prerequisite(s): MS 132.

**NU 322. Adult/Family Health I. 5 Hours.**
This course facilitates students' integration of knowledge gained from previous courses. Theoretical and conceptual models and related research provide the foundation for expanding health assessment and clinical practice skills. Analytical and experiential learning activities are provided which encourage active participation in demonstrating decision-making skills and judgment in meeting the health care needs of clients/family. Students will utilize community resources in assisting patients to promote well being and prevent complications from illnesses and disease. Prerequisite(s): NU 206 and NU 208 and NU 211 and NU 212 and NU 214 and SC 233 and SC 234.

**NU 323. Adult/Family Health II. 5 Hours.**
This course continues the content related to the effects of acute and chronic illness/disease on body systems, and expands students' knowledge from previous learning experiences. In addition, it is designed to integrate and synthesize multisystem failure and examine nursing care in the context of socio-cultural, political and economic systems. Analytical and experiential learning activities enhance the students' abilities for clinical decision-making, judgment, and management strategies to meet the health care needs of clients/family.

**NU 324. Maternal and Newborn Nursing. 5 Hours.**
The focus of this course is the childbearing family. Concepts related to prepregnancy issues, pregnancy, the fetus/newborn, and the post delivery family are presented. Physiologic, social, and cultural issues, as they relate to the childbearing family, are included. Clinical experiences occur in a variety of settings, including inpatient, educational, and community settings. Prerequisite(s): SC 233 and SC 234 and SC 241 and NU 208 and NU 211 and NU 212 and NU 214.

**NU 411. Transcultural Nursing. 3 Hours.**
Through seminars and travel, the student participates in providing health care to individuals in other cultures.

**NU 412. Community Health. 5 Hours.**
This course builds upon the student's broad base of knowledge in the natural and social sciences, humanities, and previous nursing content. Attention is directed toward assessment of biopsychosocial stressors of the individual, family, group, and community and their adaptation to changes in the environment. Prerequisite(s): NU 322 and NU 323 and NU 324 and NU 320 and NU 315.

**NU 422. Community Mental Health. 5 Hours.**
This course focuses on behaviors, which occur when individuals, families, and groups in the community are unable to cope effectively with acute and chronic biopsychosocial and cultural stressors. Relevant theories and theoretical formulations are used in order to promote an understanding of individual, family, group, and community dynamics. Within the framework of the nursing process, self-knowledge and intervention skills are developed which allow the student to assist individuals, families, and groups in their adaptation to internal and external stressors. Prerequisite(s): NU 320 and NU 322 and NU 323 and NU 324 and NU 315.

**NU 424. High Acuity Nursing. 3 Hours.**
This course is the last in a sequence of adult health. It is designed to integrate and expand previous learning, clinical and leadership experiences of the student. Students will participate in scenarios that require them to critically analyze and apply research, theories and educational models of teaching learning processes. Clinical practice provides the opportunity to synthesize knowledge and demonstrate diagnostic reasoning, critical decision-making and delegation. Engaged ethical and clinical reasoning occurs with student's involvement in the management of adult, family, and groups in complex clinical health care situations with expert nurse partners and faculty. This partnership creates a way to understand and guide analytical and experiential learning. These clinical partnerships take place in a variety of clinical settings. Prerequisite(s): NU 322 and NU 323.

**NU 425. Nursing Senior Capstone. 2 Hours.**
The capstone course is an opportunity for the student to demonstrate that he or she has achieved the terminal outcomes of the Husson/EMMC Baccalaureate Nursing Program. The capstone promotes connection between knowledge, skills, and attitudes learned in both general education and nursing courses. This course is student centered and student directed and will facilitate the graduate's transition to the professional world. Prerequisite(s): NU 315 and NU 320 and NU 323 and NU 324.

**NU 426. Policy Leadership and Management in Nursing. 3 Hours.**
This course provides a conceptual and practical basis for examining role transition from student to beginning professional nurse. Emphasis is placed on the application of leadership principles. A major focus is skills used by nurses in complex organizational environments.

**NU 431. Wound Management. 3 Hours.**
Focus is on utilization of the Nursing Process in the provision of care to clients with chronic wounds. Emphasis is placed on client/family education and the use of evidence-based practice in wound management. Prerequisite(s): NU 208 and NU 212.

**NU 432. Caring, Spirituality & Culture. 3 Hours.**
This course is designed to provide the undergraduate nursing student with a working knowledge of how the concepts of caring, culture and spirituality influence health status and health related behaviors. The focus of the course is to explore these concepts, their meanings and implications, and to utilize the concepts when providing or planning holistic nursing care for diverse clients, families, groups, and communities.

**NU 433. Gerontological Nursing. 3 Hours.**
Course is to address the professional nursing role in providing and coordinating health care for the elderly population. Content provided is to address physical, emotional, social and spiritual needs of older adults. The nursing process will identify individual and family issues for professional nurse to serve as a conduit for skills and information to promote successful aging. Prerequisite(s): NU 208 and NU 212.

**NU 434. Advanced Topics in Adult Health. 3 Hours.**
This nursing elective allows the student to utilize current nursing literature and research to explore complex clinical care situations relating to adult health. Development of case studies based upon chart review and literature review will be used to allow students to further develop critical thinking skills and clinical judgment in regards to a variety of health topics selected by students for further knowledge development. Integrated into case studies will be concepts of ethical decision-making, legal aspects, patient advocacy, patient teaching, family theory, advanced practice concepts, and multidisciplinary care, in addition to concepts from pharmacology, pathophysiology, and other foundational courses. The role of the professional nurse with advanced clinical expertise, as evidenced by certification in specialty areas will be explored.

**NU 435. History of Women's Health. 3 Hours.**
An elective course that explores the progression of the women's health movement in the U.S. from the 1800's to present day. Ideas about women's bodies as an entity of wellness and illness in the context of medicine and the feminist movement will be discussed and researched in this seminar-type class. The student will gain an understanding of the struggles as well as the accomplishments of important historical figures and their concepts. Traditional women healers from lay to professional will be researched for an understanding of how women receive health care in 2008. Race, ethnicity, disability, sexuality and class will be examined looking at individual perspectives of health and care. Prerequisite(s): NU 208 and NU 212.

**NU 436. Advanced Topics in Pharmacology. 3 Hours.**
This course builds upon students` knowledge from undergraduate pharmacology courses in addition to anatomy and physiology, pathophysiology, chemistry, and the nursing process. It is designed to allow the RN or senior nursing student the opportunity to study topics in pharmacology that the student identifies as being of interest or importance to his/her practice. Students will utilize a variety of teaching methods to share with classmates information and application of content they have researched. A variety of learning techniques will be explored in professional and patient education relating to pharmacology. Prerequisite(s): NU 214.

**NU 440. Nursing Internship. 3 Hours.**
This senior nursing elective affords the learner an opportunity to apply theory in the care of clients primarily in rural health care delivery systems. Learners become more responsive to the health care needs of rural Maine's diverse cultural populations. Through an increased opportunity to apply theory to practice, learners are assisted in their transition to the role of professional nurse.

**NU 450. Issues in Women's Health. 3 Hours.**
This nursing elective offers the student an opportunity to explore health issues that are unique to women or affect women differently than men. Sociocultural, political, economic, environmental and personal factors that affect those issues will be integrated into class discussion. Topics will include health maintenance strategies, AIDS/STDs, Premenstrual Syndrome (PMS), reproductive choice, violence against women and other current issues. This course is offered to any student who is interested in increasing his/her understanding of these women's health issues.

**NU 461. Contemporary Clinical Nutrition. 3 Hours.**
Nutritional health of children and adolescents is multifaceted and influenced by genetics, intrauterine and extrauterine environment, growth, and development. This course will analyze the components that impact on nutritional health, review nutritional requirements for children and adolescents, and explore nutritional health issues specific to children and adolescents. Nursing management, including orchestrating multidisciplinary care, for a specific nutritional health issues will be discussed.

**NU 470. Hospice and Palliative Care. 3 Hours.**
The improvement of psychosocial care of patients with terminal illness has been a major advance in modern health care. This course examines the concepts of hospice and palliative care. Historical and current traditions of society will be examined with an evaluation of public policy issues. The framework is the continuum of care with special emphasis on holistic care of the client.

**NU 480. Community Health & Health Promotion. 5 Hours.**
This course builds upon the student's previous education and practice as a Registered Nurse. It focuses on health promotion and disease prevention strategies for individuals across the lifespan, families, groups and communities. Selection and application of selected theories and models, including the Roy Systems Model, Calgary Family Assessment and Intervention Models and Helvie's Community Assessment model are discussed. Principles from epidemiology, crisis intervention, and teaching/learning theories are introduced and integrated into application of the nursing process.

**NU 481. Clinical Exploration. 4 Hours.**
This clinically-focused course provides opportunities for the evaluation and achievement of competencies, knowledge and role-development inherent in the role of the baccalaureate-prepared professional nurse, as presented in the AACN Essentials of Baccalaureate Education (1998). Registered Nurse students will assess their personal level of achievement and will develop, under faculty guidance, an individualized plan for a preceptored clinical experience designed to increase competency, knowledge and role-development. Prerequisite(s): NU 480.

**NU 482. Leadership Seminar. 5 Hours.**
The role of the Baccalaureate-prepared professional nurse is examined in detail during this capstone course. Concepts and theories related to role, change, communication, leadership and management are explored and discussed. Students examine the role of nursing leaders and managers within the context of culture, change, decision-making power, politics and economics within a seminar format. Prerequisite(s): NU 480.

**NU 499. Topic/. 1-3 Hour.**
Selected topics in nursing are considered. The course enhances students' knowledge of professional nursing, building upon previous knowledge of the nursing and research processes. Emphasis is placed on increasing awareness of current professional issues in nursing.

**NU 700. Theories and Roles for Advanced Nursing Practice. 3 Hours.**
This course has dual foci. The first is to provide an opportunity to analyze theoretical concepts, principles and processes from nursing and related disciplines to guide advanced clinical practice and role development. These theories reflect important contributions from both the nursing profession and non-nursing disciplines. The course provides a historical perspective and analysis of nursing theorists from Nightingale to emerging theorists and includes an introduction to theories fundamental to advanced practice nursing, such as role theory and family nursing theory. The second course emphasis is an exposure to relevant historic, current and future practice issues inherent in the varied roles of the advanced practice nurse. Both state and national legislation, issues and trends are addressed as they relate to the effective and appropriate role of advanced practice nurses within the rapidly changing healthcare system.

**NU 701. Theories for Advanced Nursing Practice. 2 Hours.**
This course provides an opportunity to analyze theoretical concepts, principles and processes from nursing and related disciplines to guide advanced clinical practice and role development. These theories reflect important contributions from both the nursing profession and non-nursing disciplines. The course provides a historical perspective and analysis of nursing theorists from Nightingale to emerging theorists and includes an introduction to theories fundamental to advanced practice nursing, such as role theory and family nursing theory.

**NU 702. Pharmacotherapeutics. 3 Hours.**
This course provides an opportunity for students to focus on the clinical applications of the major classifications of drugs. The emphasis is on clinical pharmacology and therapeutics. Clinical correlations using case studies with applications to special populations, in primary, secondary, and tertiary settings will be addressed. Legal parameters for prescription writing protocols and factors promoting patient compliance with drug therapy will be included. Application of this knowledge for special patient populations will be further developed in Nu 800, 802, 804, and 806.

**NU 703. Roles for Advanced Nursing Practice. 2 Hours.**
This course provides an in-depth analysis of the role of the advanced practice nurse. That knowledge is needed to conceptualize and identify with relevant historic, current and future practice issues inherent in the role. Both state and national legislation and trends are addressed, as they relate to the effective and appropriate use of advanced practice nurses within the rapidly changing healthcare system.

**NU 704. Advanced Health Assessment. 3 Hours.**
Class - 2.5 Hours/Week, Clinical - 3 Hours/Week = 3 Cr. Hr. The focus of this course is the assessment of total health status of clients throughout the lifespan. It is designed to enable the student to refine and further develop diagnostic reasoning skills and utilize a regional approach to physical exams in the delivery of primary health care. The course builds on undergraduate health assessment skills and includes a clinical practicum which provides the student the opportunity to apply advanced nursing knowledge and practice in the areas of physical and psychosocial assessment of clients. Students will perform complete health assessments on selected clients, obtaining an in-depth health history, performing a comprehensive physical examination, recording findings and developing a problem list and treatment plan. 42 Hours of Clinical/Semester.

**NU 705. Adv Psychopharmocology. 3 Hours.**
This course will review the application of pharmacotherapeutic principles to psychiatric disorders. Each major class of medications will be covered: antidepressants, mood stabilizers, psychostimulants, antipsychotic medications and anxiolytics. The indications, contraindications, side effects and adverse reactions and drug interactions will be reviewed in detail. The use of herbal remedies, homeopathy and diet will be addressed. The applications of psychopharmacology to clinical case studies across the life span will be emphasized. Prerequisite(s): NU 702.

**NU 706. Advanced Pathophysiology. 3 Hours.**
This course examines the reaction of the body to disease throughout the lifespan. Using a conceptual approach that is designed to integrate knowledge from basic and clinical sciences, it focuses on alterations in biological processes which affect the body's dynamic equilibrium. Alterations at the cellular and organ level are presented and include genetic, metabolic, infectious, immunologic, degenerative, and neoplastic processes. Clinical problems will be developed and explored to facilitate the acquisition of critical thinking, problem-solving and evaluation skills needed by practitioners in the management of clients with chronic and acute health problems.

**NU 707. Neurobiology. 3 Hours.**
This course focuses on the study of brain, mind and behavior and examines the neuroanatomical, neurophysiological, and biochemical foundations of cognition, mood, emotion, affect, and behavior and the interactions among them. It takes into consideration both internal and external influences across a person's life span. Included is an overview of brain functioning and mechanisms of neurotransmission, genetics, the effects of other body systems such as the endocrine and immune systems, temperament, and the environment. Prerequisite(s): NU 706.

**NU 710. Nursing Research. 3 Hours.**
This course explores the principles and uses of the research process in nursing. It is designed to provide the advanced practice nursing student with the knowledge to be an active participant in the research experience and prepare the student to write and present orally a research proposal. Content will focus on evidence based practice, understanding the role of an advanced practice nurse as a researcher and fostering skills to develop a research proposal that will be the foundation and beginning process of each student's "capstone" project. Prerequisite(s): NU 700.

**NU 722. Adv Mental Health Assessment. 3 Hours.**
Class - 2.5 Credits, Clinical - 3 Hours/Week (Total 42 Hours)This course is designed for the development of advanced mental health assessment skills. The processes of psychiatric history-taking, mental status examination, biological and neurological assessment for clients throughout the life span is addressed. Students are prepared to use the Diagnostic Statistical Manual (DSM) multiaxial system. During practicum experiences students perform comprehensive mental health assessments, determine DSM IV diagnosis and medication management for clients. Prerequisite(s): NU 704.

**NU 724. Diagnostics and Interventions. 3 Hours.**
In this theoretically and clinically based course the Acute Care Nurse Practitioner Student will acquire assessment and procedural skills in the clinical management of selected adult patients. This course introduces the Acute Care Nurse Practitioner (ACNP) role and responsibilities relating to selection of diagnostic studies and performing selected procedures that will be necessary for assessing and treating the seriously or critically ill adult patient. This course content will include reviewing and learning the process of selection studies. Additional content will include preliminary interpretation of EKG, conventional and CT radiological studies, and evaluating the results of diagnostic studies. Modification of patient care following abnormal studies will be presented. In addition, procedures frequently encountered in the acute care setting will be demonstrated in a lab followed by an opportunity to practice selected procedures. Procedures include intubations, central line placement, I & D of skin abscesses, lesion excision, suturing and casting/splinting injured extremities. Ethical considerations of utilizing diagnostics and performing interventions will be addressed. Prerequisite(s): NU 702 and NU 704 and NU 706.

**NU 730. Interprofessional Issues in Rural Public Health. 3 Hours.**
The purpose of this course is to provide experiential interprofessional educational opportunities to students in the healthcare professions, with a focus on public health and health disparities -- causes, effects and solutions – in the State of Maine. Students from across the College of Health and Education (COHE) -- undergraduate Nursing, graduate Nursing (Nurse Practitioner and Nurse Educator programs), graduate Counseling, graduate Occupational Therapy, graduate Physical Therapy and doctoral students in the School of Pharmacy -- will collaborate side by side studying, developing and implementing strategies to improve the overall health of the people of Maine. Prerequisite(s): (NU 703 and NU 710) or Major=MS Clinical Mental Health Counseling or Major=MS Occupational Therapy or Major=Doctor of Physical Therapy or Major=Doctor of Pharmacy.

**NU 740. Public Health Policy Issues and Challenges. 3 Hours.**
This course is designed to provide the graduate student with an opportunity to explore and evaluate the political process, fiscal policies, and their impact on public health and the health care system. The use of sociopolitical and ethical frameworks are interwoven with policy development. Opportunities are provided for students to critique public policy and determine how the behavior of health professional's impact governmental decisions and regulatory processes. Students will explore legislative processes, state/federal policies, and analyze current legislative and policy issues.

**NU 799. Special Topics in Nursing. 1-3 Hour.**
Selected topics in nursing are offered under the guidance of graduate faculty. The course enhances students knowledge of advanced practice nursing, building on previous knowledge of nursing and healthcare in today's complex and rapidly changing healthcare system. This course may be used as an elective in the student's program of study and may be taken more than once as long as different topics are taken.

**NU 802. Family Health II. 6 Hours.**
Class-4 Hours/Week, Clinical-12 Hours/Week=CR. HR. This course explores relevant theories and practice issues in the health care of adults and families. It will focus on health promotion and simple acute and chronic health problems experienced by this population within a family and community context. Sociopolitical, cultural and ethical issues will be addressed. The clinical practicum will present the advanced practice nursing student with clinical experience with clients in early to middle adulthood in a variety of clinical sites. Clinical practicum opportunities may include sites that provide primary care to underserved and at risk populations, home care sites and tertiary sites. Opportunities will be available in both the classroom and clinical setting to explore the roles inherent to the advanced practice nursing student who provides primary health care to clients and families in this age group. 168 Hours of Clinical/Semester. Prerequisite(s): NU 800.

**NU 804. Family Health III (with 168 Clinical Hours). 6 Hours.**
Class-3 Hours/Week, Clinical- 12 Hours/Week=6 CR. HR. The focus of this course includes relevant theories and practice issues in the health care of individuals and families in late adulthood. It explores health promotion, as well as the acute and chronic health care needs and conditions experienced by this group of clients within a family and community context and using a systems approach. Bio-psycho-social issues are analyzed from an advance practice registered nurse perspective as they relate to this population. Cultural competence and bioethical issues are explored. The clinical practicum presents the nurse practitioner student with precepted clinical experiences in assessing, planning, and managing care for clients and families in this age group at a primary care site. The clinical practicum experience may include tertiary and home care sites. 168 Hours of Clinical/Semester. Prerequisite(s): NU 802.

**NU 806. Internship/Practicum. 6 Hours.**
Class-3 Hours/Week, Capstone-1 Hour/Week, Clinical-12 Hours/Week=6 CR. HR. This is the culminating clinical course in the program. The focus is on integrating the knowledge and clinical management skills from previous courses in preparation for the transition from graduate student to nurse practitioner. Students take part in seminars, allowing them to thoroughly explore the clinical issues that arise while caring for clients across the lifespan, having varied health care needs. As part of this course, the student completes a "capstone" project. This project will provide students with experience in scholarly writing and the publication process. Students select one clinical and professional issue and develop it into a publishable paper. Papers must be submitted to a scholarly journal for peer review prior to graduation. This is in addition to the clinical component of the course. 168 hours of clinical/semester. Prerequisite(s): NU 804.

**NU 807. Family Health I Pediatrics. 3 Hours.**
Class-2 Hours/Week, Clinical-6 Hours/Week=3 CR. HR. The focus of this course explores theories and the practice of health care for children from infancy through adolescence within a context of family health care. The course will focus on health promotion and acute and chronic illness conditions experienced by these childbearing and childrearing families. This course will focus on health-illness issues experienced by this population in underserved rural and urban areas. The clinical practicum experience will present the advanced practice nursing student with clinical experience in assessing, planning, and managing care for families in these age groups at a variety of clinical sites. Opportunities will be available in both the classroom and clinical setting to further explore the roles inherent to the advanced practice nurse who provides primary health care to these clients. 84 Hours of Clinical/Semester. Prerequisite(s): NU 702 and NU 704 and NU 706.

**NU 808. Family Health I Women's Health and Obstetrics. 3 Hours.**
Class-2 Hours/Week, Clinical-6 Hours/Week=3 CR. HR. The focus of this course explores theories and the practice of health care for women within a context of family health care. The course will focus on health promotion and acute and chronic illness conditions experienced by these childbearing and childrearing families. This course will focus on health-illness issues experienced by this population in underserved rural and urban areas. The clinical practicum experience will present the advanced practice nursing student with clinical experience in assessing, planning, and managing care for families in these age groups at a variety of clinical sites. Opportunities will be available in both the classroom and clinical setting to further explore the roles inherent to the advanced practice nurse who provides primary health care to these clients. 84 Hours of clinical/semester. Prerequisite(s): NU 702 and NU 704 and NU 706.

**NU 809. Adv Women's Health Assessment II (w/168 Intern Hrs). 6 Hours.**
Building on previous study in women's health, students begin to critically examine and address concepts and research related to issues of women from adolescence to menopause. This course focuses on the advanced practice nursing knowledge necessary for the comprehensive assessment and health management of individuals and families during the childbearing years. Particular attention will be paid to the pre-, ante- and post-natal periods. Concepts include human sexuality, disease prevention, pregnancy/childbirth and urogynecological issues as well as the social and political determinants of health. Prerequisite(s): NU 808.

**NU 810. Psychiatric Nursing I. 5 Hours.**
Class - 3 Credits, Clinical - 12 Hours/Week (Total 168 Hours)Advanced Practice Nursing Interventions for the Acute Mentally Ill. This course focuses on the advanced practice psychiatric nurse's role in the delivery of mental health care for acute mentally ill individuals and families across the life span. Theories relevant to family therapy and individual psychotherapy will be examined. Practicum experiences will focus on student application of family interventions and therapy, individual interventions and psychotherapy in acute care settings. Prerequisite(s): NU 700 and NU 704 and NU 706 and NU 707 and NU 710 and NU 722.

**NU 811. Women's Health Iss - A Public Health Approach to Care & Pol. 3 Hours.**
Consistent with the emerging definitions of women's health and women's health practice, this course examines a full range of health issues unique to women. Women's health specialization includes prevention, the societal and political determinants of health, patient education and reconceptualization of women's relationships with health care providers. Health assessment and maintenance as well as disease identification and treatment will be presented on a wellness to illness continuum. Students develop a woman-centered holistic approach to care--the central concept in women's health nursing practice.

**NU 812. Psychiatric Nursing II. 5 Hours.**
Class - 3 Credits, Clinical - 12 Hours/Week (Total 168 Hours) Primary Care Mental Health Nursing. This course focuses on the advanced practice psychiatric nurse's role in the delivery of primary mental health care with an emphasis on promotion of optimum mental health, the prevention of mental illness, health maintenance, and preventing new occurrences of mental illness. Theories relevant to group therapy interventions and consultation will be examined. The advanced practice nursing student will develop interventions and programs that reduce stressors and maximize mental health for individuals and communities. Prerequisite(s): NU 810.

**NU 813. Advanced Women's Health Assessment III (w/168 Intern Hrs). 6 Hours.**
Students in this course will examine the unique issues and needs of the peri- and post-menopausal woman. There will be significant focus on the issues of healthy aging, sexuality, urogynecologic and hormonal changes affecting women as they move beyond the childbearing years. Prerequisite(s): NU 808 and NU 809.

**NU 814. Psychiatric Nursing III. 6 Hours.**
Class - 3 Credits, Capstone - 1 Credit, Clinical - 12 Hours/Week (Total 168 Hours)Management of the Severely and Persistently Mentally Ill. In this capstone course the advanced practice psychiatric nursing role is further developed as the learner integrates psychiatric theory and practice skills while intervening with the chronically mentally ill in the rural community. Emphasis is on combining psychotherapeutic, pharmacological, and alternative therapeutic approaches, including crisis intervention. Through seminar and practicum experiences students incorporate the comprehensive goal of case management which is to decrease fragmentation and insure access to appropriate individualized cost effective care (ANA Standards of Care). During the practicum experiences students coordinate care and advocate for special populations of individuals, families, and groups across the lifespan. As a part of this course, the student completes a capstone project that demonstrates integration of previous learning. Prerequisite(s): NU 812.

**NU 816. Psychiatric NP Internship/Practicum. 3 Hours.**
Class - 1.5 Credits, Clinical - 9 Hours/Week (Total 126 Hours) This is an intensive clinical internship that prepares students to practice in the role of a psychiatric nurse practitioner. Building on biopsychosocial theories, the student will deliver comprehensive holistic primary mental health care to clients. Students will conduct comprehensive assessment, including diagnosis of and referral for physical health problems. Additionally, clinical experiences will include ordering and interpreting laboratory and diagnostic studies. Comprehensive medication management of psychiatric clients will include an in-depth knowledge of psychotropic medications, acceptable prescribing practices and monitoring for side effects and efficacy. Students will present case studies with decision-making trees during seminars to explore relevant clinical and non-clinical issues. Prerequisite(s): NU 702 and NU 704 and NU 706.

**NU 818. Family Psychiatric Nurse Practitioner Practicum. 2 Hours.**
This is an intensive clinical internship that prepares students to practice in the role of a family psychiatric nurse practitioner. It will broaden the depth of content and practice that students have already assimilated in the areas of child and adolescent psychotherapy and psychopharmacology. Building on biopsychosocial theories, the student will deliver holistic primary mental health care to clients. Students will conduct comprehensive assessments, including diagnosis of and referral for physical health problems. Clinical experiences will be on therapeutic treatment modalities and interventions with children and adolescents, including therapy and psychopharmacology. Therapy content will cover a range of therapeutic interventions from analytical to behavioral, family, individual and group and long term to brief therapy. Psychopharmacological content will include ordering and interpreting laboratory and diagnostic studies, in-depth knowledge of psychotropic medications, acceptable prescribing practices, monitoring for side effects and efficacy, risk verses benefit and an understanding of normal growth and development and what constitutes psychopathology. Students will present case studies with decision-making trees during seminars to explore relevant clinical and nonclinical issues.

**NU 830. Teaching Learning Theories & Strategies in Health Education. 3 Hours.**
This course focuses on the theoretical foundations and strategies of teaching and learning in health education. The graduate health student will explore the various learning theories and pedagogical frameworks that guide the selection of instructional and learning strategies essential for both faculty and students. Content will be delivered using a variety of methodologies – classroom, multi-media on-line and on-line blog-type discussion format. Course participants will identify the differences and similarities in the learning theories specific to basic procedures of learning, assumptions made about such learning, the role of the educator, various sources of motivation to learn, and methods by which the transfer of learning is accomplished. Prerequisite(s): NU 700 and NU 702 and NU 704 and NU 706 and NU 710 and NU 730 and NU 740.

**NU 832. Curriculum Development in Nursing Education. 3 Hours.**
This course focuses on curriculum development that reflects contemporary health care trends and prepares graduates to function effectively within the context of continuously evolving nursing, health care and educational systems. In this course the graduate nursing student will design a curriculum that reflects institutional philosophy and mission, current nursing and health care trends, and community and societal needs so as to prepare nurses for practice in a complex, dynamic, multicultural health care environment. Prerequisite(s): NU 700 and NU 702 and NU 704 and NU 706 and NU 710 and NU 730 and NU 740.

**NU 834. Assessment and Evaluation in Nursing Education. 3 Hours.**
This course is designed to introduce learning evaluation concepts, including test and measurement, at the didactic, clinical, and programmatic levels. Course content will include strategies to assess and evaluate learning in the cognitive, psychomotor, and affective domains. Quality improvement, as well as legal and ethical considerations is explored within these concepts. Prerequisite(s): NU 700 and NU 702 and NU 704 and NU 706 and NU 740 and NU 710 and NU 730.

**NU 836. Informatics and Technology in Health Education. 3 Hours.**
The 3 credit course will explore the changing technology environment and its potential to impact on the delivery of quality, safe patient care. Infusing technology into educational programs is vital in preparing students to understand and meet the demands of caring for today's patient populations. The course facilitates and enhances healthcare student's knowledge, skills, and abilities to apply meaningful use of technology within their respective program of study. Focus will combine knowledge of healthcare professional, computers, social media, and health information in clinical decision-making and patient care outcomes. Overriding considerations will include: technology's impact on health profession work flow, legal, ethical and security considerations associated with select technology, and the impact of technology on the changing roles in healthcare will be discussed as they apply to clinical and consumer information technologies.

**NU 838. Internship/Clinical Practicum in Nursing Education. 2-4 Hours.**
This is the capstone clinical course in the nurse educator track. It involves the synthesis, refinement, and application of nursing, education, and evaluation theory in a variety of educational settings and integrated seminars. The bi-weekly seminars are framed within the context of established nurse educator scope of practice (NLN, 2005) and competencies (Council on Collegiate Education for Nursing, 2002; NLN, 2005) and students apply these in a variety of diverse academic and clinical settings under expert preceptor guidance. Graduate nursing students will create and share comprehensive portfolios demonstrating their ability to plan, deliver, assess and refine effective professional education offerings in varied settings with diverse learners. Prerequisite(s): NU 700 and NU 704 and NU 706 and NU 710 and NU 730 and NU 740 and NU 830 and NU 832 and NU 834 and NU 836.

**NU 840. Nurse Educator Capstone. 1-3 Hour.**
This is the culminating scholarly experience in the master's program. Graduate nursing students will demonstrate mastery of one particular subject area in their specialty track by developing a scholarly project including an evidence based review of that topic. The Department of Nursing relies upon the definition of scholarly work provided in the American Association of Colleges of Nursing's Position Statement on Defining Scholarship for the Discipline of Nursing (1999). This states "scholarship in nursing can be defined as those activities that systematically advance the teaching, research, and practice of nursing through rigorous inquiry that 1) is significant to the profession, 2) is creative, 3) can be documented, 4) can be replicated or elaborated, and 5) can be peer-reviewed through various methods." The course will allow students to develop such a project in close advisement with a faculty mentor, and present their scholarship through a formal presentation and submitted paper, as well as a manuscript for publication or professional poster presentation. Prerequisite(s): NU 700 and NU 702 and NU 704 and NU 706 and NU 710 and NU 730 and NU 740 and NU 830 and NU 832 and NU 834 and NU 836.

**NU 841. Family and Community Nurse Practitioner Capstone. 1-3 Hour.**
This is the culminating scholarly experience in the master's program. Graduate nursing students will demonstrate mastery of a particular subject area in their specialty track by developing a scholarly project, including an evidenced-based review of that topic. The School of Nursing uses the definition of scholarly work provided in the American Association of Colleges of Nusing's Position Statement on Defining Scholarship for the Discipline of Nursing (1999). This states "scholarship in nursing can be defined as those activities that systematically advance the teaching, research, and practice of nursing through rigorous inquiry that: (a) is significant to the profession, (b) is creative, (c) can be documented, (d) can be replicated or elaborated, and (e) can be peer-reviewed through various methods." The course will allow students to develop such a project in close advisement with a faculty mentor(s) and present that scholarship through a formal presentation, submitted paper, and a manuscript for publication or professional presentation. Prerequisite(s): NU 700.

# OT (OT)

## Courses

**OT 160. Service Learning I. 1 Hour.**
This course will provide students with a service learning experience consistent with the aims of the occupational therapy or other relevant programs.

**OT 299. Topic/. 1-6 Hour.**
This course of variable content will provide students with the opportunity to explore selected topics in occupational therapy under the guidance of occupational therapy faculty.

**OT 300. Principles of Human Movement & Occupational Performance. 3 Hours.**
This course provides student with foundational knowledge in the neuromusculoskeletal and movement-related functions of the human body. Students learn and apply kinesiological and biomechanical principles to normal movement patterns underlying occupational performance. They then progress to apply these principles to assessment of muscle strength, tone, and endurance. The role of reflexes and other involuntary movement reactions will be covered as well as an introduction to basic concepts of motor control. Laboratory stresses conduct of motor evaluations; treatment planning; transfers; draping; and the psychodynamics of physical rehabilitation. Prerequisite(s): ((SC 221 and SL 221) and (SC 222 and SL 222)) or ( Major=MS Occupational Therapy and ( College Level=Grad Freshman or College Level=Grad Sophomore or College Level=Grad Junior or College Level=Grad Senior)).

**OT 314. Occupational Adaptation III. 3 Hours.**
This course is third in a series of 4 courses that provide the student with the opportunity to develop and implement clinical skills and critical thinking that is based in occupational therapy and developmental theory. This course will focus on occupational therapy interventions that address threats to development, rehabilitation, occupational performance, play skills, school function, and full social participation for children and youth. Students will develop clinical skills in the following areas: assessment of occupational function and performance skills; application of therapeutic techniques & intervention approaches to promote and restore occupational performance, play skills, school function, and social participation; implementation of strategies designed to preserve or maintain function in the areas listed above; identify methods for task or environmental modification or adaptation; and the provision of techniques that address disability prevention. Prerequisite(s): SC 221 and SL 221 and SC 222 and SL 222 and PY 141 and OT 300 and OT 330.

**OT 320. Occupational Analysis. 3 Hours.**
This course will focus on foundational concepts that underlie the practice of occupational therapy, i.e. occupation-based activity analysis and analysis of occupational performance. Students will be introduced to the nature of occupation as viewed by the profession and the value of occupational engagement across diverse contexts and environments. Client factors, performance skills and patterns as well as the context and the demands of activities will considered in preparation for developing interventions in support of engagement in client-identified meaningful occupations. Prerequisite(s): Major=MS Occupational Therapy.

**OT 321. Theoretical Foundations of Practice. 3 Hours.**
Students will be introduced to the history, philosophy and theoretical underpinnings of occupational therapy, the process of theory development and the importance of theory to occupational therapy practice will be emphasized. We will examine occupation-based, client centered models of practice, and identify how they guide clinical practice through critical thinking and clinical reasoning. The Occupational Therapy Practice Framework, the cornerstone of the profession, will be introduced and provide the foundation for future coursework. Prerequisite(s): Major=MS Occupational Therapy.

**OT 322. Professional Foundations of Occupational Thearpy. 3 Hours.**
Students will appreciate and value the AOTA Occupational Therapy Code of Ethics and the Standards of Practice as well discuss challenges of personal/organizational ethical conflicts and conflict resolution. State licensing and scope of practice will be discussed as will importance of and requirements for ongoing professional development. Professional liability will be examined. Developing leadership skills through participation in professional associations and professional advocacy will be emphasized. Professional documentation will be introduced. Prerequisite(s): Major=MS Occupational Therapy.

**OT 323. Assessment, Evaluation and Occupational Analysis. 4 Hours.**
Students will be introduced to the assessment and evaluation processes that form the foundation of occupational therapy practice. The purpose of this course is to provide students with the opportunity to investigate and use the assessments that occupational therapists use in practice. Standardized and no-standardized assessment tools typical of OT practice will be studied and utilized. Prerequisite(s): OT 321 and OT 322 and OT 320.

**OT 330. Functional Anatomy. 4 Hours.**
This course will build on previous anatomy & physiology coursework. Content will focus intensively on body structures in order to understand the interactions between them in support of the ability to participate in meaningful occupations throughout life. An emphasis on the musculo-skeletal system, peripheral nervous system and cardio-vascular system will be reinforced by cadaver dissection opportunities in the Anatomy Lab. Prerequisite(s): ((SC 221 and SL 221) and (SC 222 and SL 222)) or ( Major=MS Occupational Therapy and ( College Level=Grad Freshman or College Level=Grad Sophomore or College Level=Grad Junior or College Level=Grad Senior)).

**OT 331. Neuroscience. 3 Hours.**
Students will be introduced to the basic human neurological system in order to understand the basic anatomy, physiology, and functions of its major components. They will have the foundation to develop the ability to understand and evaluate both normal and abnormal neurological function. Prerequisite(s): SC 221 and SL 221 and SC 222 and SL 222 and OT 300.

**OT 340. Psychosocial Aspects of Occupational Therapy. 4 Hours.**
Students will investigate mental health diagnoses presented in a variety of mental health classifications. They will also be provided with theoretical and practical foundations of psychosocial aspects of Occupational Therapy. The course will focus on the continuum of health and illness with an emphasis on psychosocial barriers to occupational performance. Prerequisite(s): OT 320 and OT 321 and PY 111 and (PY 332 or PY 232).

**OT 350. Occupational Adaptations I. 4 Hours.**
This course is first in a series of 4 courses that provide the student with the opportunity to develop and implement clinical skills and critical thinking that is based in occupational therapy theory. This course will focus on occupational therapy interventions that address threats to rehabilitation, occupational performance, a return to work and industry, and full social participation. Students will develop clinical skills in the following areas: assessment of occupational function and performance skills; application of therapeutic techniques & intervention approaches to promote and restore occupational performance, return to work and industry, and social participation; implementation of strategies designed to preserve or maintain function in the areas listed above; identify methods for task or environmental modification or adaptation; and the provision of techniques that address disability prevention. Prerequisite(s): OT 321 and OT 330 and OT 300.

**OT 361. Level 1 Fieldwork A. 1 Hour.**
Students will demonstrate novice-level application and integration of didactic concepts that they have learned in the classroom in a clinical or community setting. Students will apply knowledge and skills from entry-level foundation courses to address health, wellness and meaningful participation in life by promoting occupational engagement within and across diverse contexts and environments. Prerequisite(s): OT 322 and OT 330 and OT 420.

**OT 380. Integrative Health I: Wellness. 3 Hours.**
Integrative health considers the dynamic interaction between mind, body, spirit and community. This course focuses on evidence-based principles of health promotion, wellness and prevention that facilitate occupational engagement in support of active participation, well-being and quality of life in everyday activities with particular emphasis on community-based programs. Prerequisite(s): Major=MS Occupational Therapy.

**OT 414. Occupational Adaptation IV. 3 Hours.**
This course if fourth in a series of 4 courses that provide the student with the opportunity to develop and implement clinical skills and critical thinking that is based in occupational therapy and developmental theory. This course will focus on occupational therapy interventions that address threats to rehabilitation, occupational performance, leisure and social skills, school function, pre-vocational function, and full social participation for adolescents and young adults. Students will develop clinical skills in the following areas: assessment of occupational function and performance skills; application of therapeutic techniques & intervention approaches to promote and restore occupational performance, leisure and social skills, school function, pre-vocational function, and social participation; implementation of strategies designed to preserve or maintain function in the areas listed above; identify methods for task or environmental modification or adaptation; and the provision of techniques that address disability prevention. Prerequisite(s): OT 300 and OT 330 and OT 314.

**OT 441. Group Process and Interpersonal Skills. 3 Hours.**
This course will provide students with the opportunity to recognize, evaluate, and illustrate group interaction roles and interpersonal skills in clinical and non-clinical settings. Prerequisite(s): OT 340.

**OT 450. Occupational Adaptations II. 4 Hours.**
This course will provide students with the opportunity to recognize, create, modify, and organize OT practice strategies for selected physical diseases and illnesses, which may interfere with occupational performance. They will investigate and apply occupational therapy interventions which restore or promote occupational performance. Prerequisite(s): OT 350 and OT 330 and OT 300.

**OT 460. Level 1 Fieldwork C. 1 Hour.**
In this Level 1 Fieldwork course, students will apply and integrate the didactic concepts that they learn in the fall semester of their fourth year. The theme of the semester is for students to demonstrate and apply knowledge and skill in the OT process in working with individuals or groups in order to improve occupational performance. Prerequisite(s): OT 361.

**OT 461. Level 1 Fieldwork D. 1 Hour.**
In this Level I Fieldwork course, students will apply and integrate the didactic concepts that they learn in the spring semester of their fourth year. The overarching theme of the semester is for students to demonstrate and apply knowledge and skills in the OT process with individuals and groups in order to promote wellness and health. Prerequisite(s): OT 460.

**OT 470. Research Methods. 2 Hours.**
This course will provide students with the opportunity to construct and justify research methods for current and future research projects. Prerequisite(s): MS 132 and MS 223.

**OT 471. Research Writing I. 3 Hours.**
In this course students will investigate, study and apply research-writing skills to the development of the research project report. Prerequisite(s): OT 470.

**OT 499. Topic/. 1-6 Hour.**
This course of variable content will provide students with the opportunity to explore selected topics in occupational therapy under the guidance of occupational therapy faculty.

**OT 550. Intro to Assistive Tech. 3 Hours.**
This course provides an introduction to a wide range of assistive technology (AT) used by persons with disabilities . Students will begin to identify social and environmental barriers to inclusion of people with disabilities in their communities and begin to identify strategies to transform these barriers into facilitators.

**OT 551. Adapting Environments. 3 Hours.**
Environmental and social barriers to community participation will be explored in detail. Students will become familiar with concepts of universal design and architectural access. They will learn how to assess and adapt community, work and home environments to promote individual performance.

**OT 552. Context and Environment. 3 Hours.**
The course will explore the impact of conditions within and surrounding the client, i.e. contexts, and the environment, both physical and social, on meaningful engagement in life occupations. Students will explore the relationship between social and environmental barriers to inclusion and participation for individuals with disabilities. Students will research and use interventions including a wide range of assistive technologies (AT) and environmental adaptations that enhance independent function and participation. Finally, students will identify strategies to transform these barriers through the application of critical thinking, evidence-based research and leadership principles. Prerequisite(s): OT 450.

**OT 560. Level 1 Fieldwork E. 1 Hour.**
In this course, students will apply and integrate the didactic concepts they learn in the fall semester of their fifth year. The overarching theme of the semester is for students to demonstrate and apply knowledge and skills in the OT process with individuals and groups in order to promote wellness and health. Additionally issues related to transition to practice are explored and applied in seminars and fieldwork settings. Prerequisite(s): OT 461.

**OT 561. Level Two Fieldwork IIA. 6 Hours.**
The goal of Level II Fieldwork is to develop competent, entry-level, generalist occupational therapists under the supervision of a qualified occupational therapist. In this first Level II fieldwork course, students will have the opportunity to integrate classroom, service-learning, laboratory, and fieldwork knowledge and skills while applying the OT process in an in-depth occupational therapy service provision experience. Prerequisite(s): OT 560.

**OT 562. Level Two Fieldwork IIB. 6 Hours.**
The goal of Level II Fieldwork is to develop competent, entry-level, generalist occupational therapists under the supervision of a qualified occupational therapist. In this second Level II fieldwork course students will have the opportunity to further integrate classroom, service learning, laboratory and fieldwork knowledge and skills while applying and analyzing the OT process in an in-depth occupational therapy provision experience. Prerequisite(s): OT 560.

**OT 563. Clinical Integration: Research and Evidence-based Practice. 2 Hours.**
This course will provide an opportunity for students to process and integrate evidence-based critical thinking and reasoning with clinical experience. Students will demonstrate self-reflection regarding their own professional and personal growth over the course of their academic and clinical professional preparation. We will revisit concepts related to healthcare leadership skills and values, as well as reinforce supports to facilitate the transition to entry-level clinical practitioner and scholar. Prerequisite(s): OT 561 and OT 562.

**OT 570. Research Writing II. 3 Hours.**
In this course, students will explain, study and apply research-writing skills to the development of the research project report. Prerequisite(s): OT 471.

**OT 571. Research Seminar. 1 Hour.**
In this course, students will discuss various applications of research including evidence-based practice, presentations, publication, grant proposal and on going professional development. For their final activity in the course, students will develop, organize, implement and evaluate a research seminar of occupational therapy research based on student research projects and will be open to the clinical and general community in the region. Prerequisite(s): OT 471.

**OT 580. Spirit Within Life: Intergral Opp for Self and Others as OT. 2 Hours.**
This course is designed to provide opportunities for participants to explore the nature of spirit and it's operationalization in the life of those who practice in the field of Occupational Therapy.

**OT 583. Work & Industry: Research and Evidence-based Practice. 2 Hours.**
This course provides a general overview of basic ergonomic principles and environmental adaptations in the home and work environment. It will describe symptomatology and interventions to promote meaningful engagement in and performance of work related occupations. It emphasizes a client-centered approach and client worldview to develop treatment plans, reflecting current evidence-based literature and best practice concepts. Prerequisite(s): OT 450.

**OT 599. Topic/. 1-6 Hour.**
This course of variable content will provide students with the opportunity to explore selected topics in occupational therapy under the guidance of occupational therapy faculty.

# PA (PA)

## Courses

**PA 100. Portfolio Assessment. 0 Hours.**
This course is used to recognize prior work and educational experience translatable through a portfolio preparation process for college credit. The standardized process identifies those areas where the student’s learning is adequate and where additional learning is needed. Learning documented in the portfolio is measurable, both theoretical and applied, and generalized for future applicability. Students who have acquired a minimum of two years of professional work experience are eligible to seek award of college credits. Eligible individuals may choose a maximum of five courses (15 credits) within an Associate Degree program and ten courses (30 credits) within a Bachelor’s Degree program which seem to equate to work responsibilities and corollary learning.

# PC (PC)

## Courses

**PC 704. Clinical/Pastoral Assessment (Pastoral Diagnostics) - An Int. 3 Hours.**
This a beginning foundational course in ministry and mental health concerns, or clinical/pastoral assessment (sometimes called pastoral diagnostics) for students of pastoral ministry in a variety of vocational callings: especially pastoral counseling, chaplaincy, or even the more general work of the parish pastor. In this course, the work of the pastoral counselor, chaplain or pastor is viewed in its relationship to the work of other mental health providers. While a pastoral approach to assessment or diagnostics is always highly interdisciplinary, what makes pastoral assessment pastoral is that it always attempts to keep its special emphasis on the unique theological vision which lies at the heart of the matter.

**PC 706. Introduction to the Field of Ministry and Leadership Studies. 3 Hours.**
This course serves as an introduction to the field of Ministry and Leadership Studies. Attention is given to the larger cultural context in which the church finds itself at the beginning of the 21st century; pastoral skills,; current issues in the church such as language for God and human beings; gender, race and class; vocation and calling; thinking, reflecting, and writing theologically; and personal spiritual discernment. Students develop a statement on calling and vocation, and set learning goals for their theological education based on their degree program goals. The course also includes instruction in developing a portfolio in preparation for the Mid-Degree Review and information on Mentored Practice.

**PC 707. Introduction to Pastoral Care. 3 Hours.**
Pastoral care is at the heart of ministry. Pastoral care is a matter of being and doing, with the emphasis more often on being rather than doing. Pastoral care engages caregivers throughout the whole range of care giving. A care giver listens care-fully, reflects theologically and biblically, dialogues with others in light of their social locations, analyses socio/culturally, and acts with love and justice, helping to restore relationships with God, self, and community. To develop these abilities, this course puts the Case Study in the center.

**PC 708. Pastoral Theology and Psychology. 3 Hours.**
This is a beginning foundational course in pastoral theology and psychology for those interested in the work of pastoral ministry in a variety of expressions – the pastoral counselor, the parish pastor, and the professional chaplain. Students will develop their own creative image for pastoral theology and care, and they will also gain experience in using the Case Study method with colleagues. The first half of the course focuses on various approaches to pastoral theology, while the second half provides an introductory overview of pastoral psychology, with focused attention in two contemporary critical areas: family systems theory and its relationship to pastoral work, and pastoral work in relation to addiction/codependency/recovery issues. Prerequisite(s): Major=MS Pastoral Counseling.

**PC 724. Grief and Bereavement Counseling. 3 Hours.**
This course will assist students in developing skills in working with people experiencing grief and loss. Students will understand the process of grief, address their own mortality, explore issues in thanatology, and examine a theological and pastoral approach to death.

**PC 725. Psychosocial and Spiritual Aspects of Aging. 3 Hours.**
This week-long intensive class explores some basic themes and questions important for the overall work of specialized ministry with older adults. A major goal of the class is to begin working towards each student's articulation of a pastoral theology of ministry with elders for the purpose of undergirding and informed ministry. Another goals of the course is very practical: for students to have some pastoral conversations with elders in an arranged ministry placement (Senior Centre, Nursing Home, and Parish, Retirement community or other setting that allows conversational access to seniors) in order to increase their ministry skills with older adults, as well as to take another look at the theory and theology discussed in class with an eye to its application and usefulness in actual practice.

**PC 799. Topic/. 1 Hour.**
Selected topics are offered centering on the needs and interests of the students and the availability of expert faculty.

**PC 889. Clinical Pastoral Education (CPE). 6 Hours.**
A basic unit of Clinical Pastoral Education (CPE) is a 400 hour course accredited by the Association for Clinical Pastoral Education. In this educational program for pastoral formation, the student is given clinical pastoral responsibility for persons in need and receives individual pastoral supervision as well as peer group feedback. Prerequisite(s): Major=MS Pastoral Counseling.

# PH (PH)

## Courses

**PH 100. Introduction to Philosophy. 3 Hours.**
This course is designed to confront students with perennial human questions about existence, meaning, knowledge, conduct and value, and to acquaint them with selected perspectives on these questions provided by the Western philosophical tradition. A wide range of philosophers, representing many different modes of philosophical inquiry, will be examined. Problems in the contemporary world will provide starting points for the exploration of philosophical theory.

**PH 110. Introduction to Ethics. 3 Hours.**
This course introduces students to important traditional ethical theories, new directions in moral thinking, and contemporary ethical controversies. It focuses on ethics as the practice of informed dialogue and principled behavior in a diverse and changing society and in the workplace.

**PH 220. Environmental Ethics. 3 Hours.**
This course will cover critical theories about the relationships and moral responsibilities of humans to their environments. Using traditional moral theories, moral psychology, behavioral economics, and contemporary philosophies, students will explore questions such as: What is Nature? Does it have rights? What is the environment? Are we the environment? How about animals? What responsibilities do we have to future generations? What makes people actually change their behaviors toward the environment? Non-Western approaches will be included. Students will then apply their insights to current environmental conflicts such as global warming, land development, endangered species preservation, and intensive farming.

**PH 250. Contemporary Moral Problems (The Camden Conference). 3 Hours.**
In concert with the theme fo the annual Camden Conference, which can range from the Palestinian-Israeli problem to the rise of China as the dominant global super-ower, this course introduces students to contemporary global issues through discussion and readings on the topics to be addressed by the conference. In 2014, the Camden Conference focuses on food and water security. Students will delve into the intricate concepts surrounding the global food crisis, including obesity and starvation, the ecological impacts of modern sgriculture, as well the governance of water rights in the face of climate change.

**PH 299. Topic/. 1-6 Hour.**
This course is intended to provide the opportunity to offer advanced courses in philosophy that would not normally be a part of the Husson curriculum. As such the topics will depend upon the interests of students and faculty.

**PH 499. Topic/. 3 Hours.**
This course is intended to provide the opportunity to offer advanced courses in philosophy that would not normally be a part of the Husson curriculum. As such the topics will depend upon the interests of students and faculty.

# PL (PL)

## Courses

**PL 100. Intro to Legal Studies. 3 Hours.**
This course is designed to educate students in the American legal system focusing on the origins and history of the American legal system, the meaning and application of important legal terminology, and attorney and paralegal ethics.

**PL 200. Criminal Law. 3 Hours.**
The substantive goal of this course is to cover the basic principles of criminal law, including the common law of crimes as well as the Maine Criminal Code and the Model Penal Code. The methodological role of the course is that of statutory construction - the techniques of applying legislative enactments to varying fact situations in light of text, history, purpose and structural context. All of this will proceed with the underlying assumption that it is always necessary to judge rules of law according to their effectiveness and desirability.

**PL 201. Real Estate Law. 3 Hours.**
This course presents a systematic study of the basic principles of real property law through explanation, discussion and problem-solving techniques. The course provides a decision-oriented approach to legal concepts, featuring student completion of a complete abstract of title at the Penobscot County Registry of Deeds; real estate forms; and comprehension of relevant Maine statutes.

**PL 203. Civil Litigation. 3 Hours.**
A survey of civil litigation issues covering the concepts and procedural rules designed to proceed from the initial client interview through trial. The student will gain a basic understanding of federal and Maine procedural rules and substantive law. In addition, the student will learn about the following: types of litigation, negligence cases, collection cases, commercial litigation, preparation of pleadings, discovery and settlements.

**PL 204. Introduction to Wills, Estates, and Trusts. 3 Hours.**
This course examines the general theory and procedures, legal and administrative, employed in the preparation and handling of wills, trusts, and estates. This course will prepare students to understand the basic concepts in the field and be able to apply these concepts to perform the tasks of a probate paralegal.

**PL 205. Legal Research and Writing. 3 Hours.**
This course introduces manual legal research including understanding legal citations, primary and secondary authorities, federal and state reporters, Shepardizing, and other research tools. Use of the Penobscot County Law Library is mandatory. Finally, students will explore the basic of legal writing including legal correspondence and legal memoranda. Prerequisite(s): PL 100 or Major=BS English - Prelaw.

**PL 299. Topic/. 3 Hours.**
This course is intended to provide the opportunity to offer introductory courses in paralegal studies that would not normally be a part of the Husson curriculum. As such the topics will depend upon the interests of students and faculty.

**PL 301. Torts. 3 Hours.**
Topics may vary from year to year, but will generally include a detailed treatment of defamation and privacy, and the torts relating to the intentional infliction of purely economic loss. Contemporary issues in the law of negligence (i.e. liability in negligence for purely economic loss; actions for wrongful birth and wrongful life); and new applications of the law of trespass, with implications for civil liberties and privacy; for regulating non-consensual medical procedures; and for intervening in abusive domestic relationships. Prerequisite(s): PL 205.

**PL 302. Family Law. 3 Hours.**
Family law covers all major subjects from marriage, divorce, child procreation and support, and child abuse and neglect. Our study includes a look at the economics of marriage and divorce, as well as some of the most cutting edge social and even scientific issues in the news. The main purpose of this course is to introduce major terms, topics, and issues. Prerequisite(s): PL 205 or Major=BS English - Prelaw.

**PL 303. Alternative Dispute Resolution. 3 Hours.**
This course is designed in response to an area of the law that is growing, and offers students practical instruction to assist in their future job placements. The course treats the full range of modern dispute resolution from inaction through mediation, arbitration, litigation and private judging. Looking at the full range of conflict resolution options, class inquiry will focus on the selection of the appropriate resolution process for a given case. Class discussions and problem solving will follow a concept-example, concept problem, and concept example-problem format. Prerequisite(s): PL 100 or Major=BS English - Prelaw.

**PL 304. Alternative Dispute Resolution II. 3 Hours.**
This course is a continuation of PL 303 which is designed in response to an area of the law that is growing, and offers students practical instruction to assist in their future job placements. The course explores in more depth the full range of modern dispute resolution with a focus on conflict resolution skills, including mediation. Class discussions and problem solving will follow a concept-example, concept problem, and concept examples-problem format. Prerequisite(s): PL 303.

**PL 305. Legal Ethics. 3 Hours.**
This course will cover the nature of the ethical responsibilities of a paralegal working in a law office, as well as the limits on independent practice. It will cover the Maine Code of Professional Responsibility as well as the ABA Model Rules and Code. Prerequisite(s): PL 100 or Major=BS English - Prelaw.

**PL 309. Constitutional Law. 3 Hours.**
This course will explore the First, Second, Fourth, Fifth, Sixth, Eighth and Fourteenth Amendments of the Constitution through reading of case law and real life examples. Students will understand the arguments that exist for persons involved in civil and criminal matters from the Constitution. Prerequisite(s): PL 200.

**PL 400. Evidence. 3 Hours.**
This course will present the basic principles of the law of evidence as expressed in the Federal Rules of Evidence and the Maine Rules of Evidence. The student will develop the ability to read and apply a rule of evidence to specific information and circumstances. An emphasis will be placed on learning how the Federal & Maine Rules of Evidence effect trial preparation, negotiation, and trial. Participatory role play and discussion of hypothetical situations will constitute a significant part of the learning experience. Prerequisite(s): Major=AS Paralegal or Major=BS Paralegal or Major=AS Criminal Justice or Major=BS Criminal Justice or Major=BS English - Prelaw.

**PL 401. Domestic Violence Law. 3 Hours.**
This course introduces domestic violence law from an interdisciplinary perspective and offers a contemporary view of the criminal justice and paralegal experience with diverse forms of violence and populations. Comprehensive inclusion of violence perpetrated in a variety of gender and age relationships; dating violence; sibling abuse; rape and incest; child and elder abuse and neglect; male battering; lesbian and gay violence; and violence against women. Prerequisite(s): CJ 101 or PL 100 or Major=BS English - Prelaw.

**PL 403. Advanced Legal Writing. 3 Hours.**
Cultivating analytical research and writing skills through problem-based learning is the aim of this course. Actual factual situations will be used to hone skills such as : identification of legal issues; research strategy and methodology formulation; use of relevant secondary sources; integration of print sources with non-print sources (electronic databases, CD-ROMs and the Internet); analyzing and synthesizing primary sources that are applicable; critical thinking applications; and writing clearly, concisely, logically and effectively. Skill development in these areas will assist students in their academic course work and prepare them for their professional careers. Prerequisite(s): PL 205 or Major=BS English - Prelaw.

**PL 404. Civil Litigation II. 3 Hours.**
The objective of the course is to familiarize the student with Discovery and Trial preparation, identifying legal elements of a case, Rules of Civil Procedure, Rules of Evidence, interviewing witnesses, obtaining evidence, Interrogatories, depositions, medical records and organizing evidence for trial, all with an emphasis on Maine Law. Prerequisite(s): PL 203.

**PL 405. Workers Compensation. 3 Hours.**
Study of the nature, development and exclusive nature of worker compensation and concepts. Topics include: arising out of employment, personal injury by accident, disease, employment status, specific inclusions or exemptions, benefits, employee and employer misconduct, third party action, adjective law, conflict of laws, insurance, and relation to other kinds of wage-loss protection. Prerequisite(s): PL 205 and PL 203.

**PL 407. Law Office Management. 3 Hours.**
This course is directed at students who choose a legal career, whether as a manager, paralegal, secretary or attorney. The course will inform students of how a law office is managed, rather than how to manage a law office. Students learn: knowledge about the different legal industries/careers; law office functions; essential skills related to internships, job searches, client interviews, witness interviews, expert witness interviews and file preparation and indexing. Prerequisite(s): (PL 100 or Major=BS English - Prelaw) and PL 203 and PL 205.

**PL 498. Paralegal Internship. 3-9 Hours.**
This course will require a student to serve as an intern with a professional in a work setting that requires and develops both legal knowledge and approaches to problem identification, analysis, and critical thinking. The student will be evaluated by both the internship supervisor and the professional from the work setting. The student is required to be in the work setting for at least 120 hours during the semester. This internship provides students with a unique way to gain real life experience in the legal arena in combination with acquiring course credit. Prerequisite(s): ((PL 100 and PL 200 and PL 203 and PL 204 and PL 205) and ( College Level=Junior or College Level=Senior)) or Major=BS English - Prelaw.

**PL 499. Topic/. 3 Hours.**
This course is intended to provide the opportunity to offer advanced courses in paralegal studies that would not normally be a part of the Husson curriculum. As such the topics will depend upon the interests of students and faculty.

# PT (PT)

## Courses

**PT 200. Intro to Physical Therapy. 0 Hours.**
A seminar based non-credit course to introduce pre-professional students to the curriculum and profession of Physical Therapy.

**PT 399. Topic/. 3 Hours.**
This elective course provides the opportunity to introduce varied topics concerning kinesiology, anatomy, physiology, or physical therapy. This course is for students enrolled in the preprofessional phase of the physical therapy program. Prerequisite(s): SC 221 and SL 221 and SC 222 and SL 222.

**PT 400. Clinical Edu I. 4 Hours.**
An eight week full-time basic physical therapy skills affiliation scheduled in the summer following the first professional year. Designed to provide the learner with competency in the beginning clinical skills of client-therapist interactions, case history development, simple musculoskeletal and functional assessments, application of simple treatment techniques and modalities, participation in the planning and design of treatment program, and basic to intermediate skills in the orthopedic management of peripheral joint dysfunction. Prerequisite(s): PT 550 and PT 515.

**PT 410. Gross Anatomy. 5 Hours.**
An in-depth study of gross anatomy with an emphasis on muscular, skeletal, neural, and vascular structures and systems. Course content will pay particular attention to functional anatomy of the appendages and their associated girdles, the back, and the head and neck. Lecture and classroom discussions are combined with cadaver dissections to provide a thorough and clinically relevant knowledge base for subsequent diagnostic and treatment-centered courses.

**PT 411. Kinesiology & Biomechanics. 3 Hours.**
A comprehensive study of human movement with an emphasis on biomechanical and kinesiological concepts of normal and pathological movement of each body region. The course will include lecture and laboratory components that will integrate fundamental mechanical and kinesiological principles in the analysis of joint motion throughout the body. The course builds on anatomical knowledge to give students an in-depth appreciation of how normal and abnormal structure of the body influence movement.

**PT 412. Motor Control & Learning. 3 Hours.**
This course is a capstone course for the BS in Kinesiology degree. It provides students with a holistic overview of current theoretical and applied perspectives in the field of motor control and learning and discusses their implications for kinesiology and for physical therapy. The course will primarily be focused at the behavioral level of analysis and thus will complement the neurophysiological approach taken in PT 450. A major emphasis in this course will be to compare and contrast the theoretical approaches of information processing and dynamic systems in the understanding of both normal and pathological human motor behavior. Implications for the analysis and treatment of movement disorders stemming from both approaches will be examined. This analysis will allow students to constructively criticize current assumptions underlying motor control for motor performance and neurological rehabilitation, and to understand how theoretical frameworks bias evaluation and treatment options. Given a theoretical understanding of past and current approaches to motor control and learning, students will be able to flexibly design their own exercise and treatment approaches. Students will be required to design and conduct an experiment using current computerized technology in an attempt to answer an applied or basic science motor control question. The data from the experiment will be analyzed and written up as if it were to be submitted for publication in a motor control/learning journal. Students will also present their research to the class on completion of the experiment. Prerequisite(s): PT 411.

**PT 415. Therapeutic Skills I. 3 Hours.**
This course is designed to introduce students to the assessment and treatment techniques integral to the practice of physical therapy. This course is the first of a three-part series designed to teach the appropriate selection and use of devices and techniques that all physical therapists should be capable of using. The aim of this course is for the student to safely apply the skills learned in this course to patients during the first clinical education placement at the end of year four. This course is divided into two parts. Part One is devoted to learning proper body mechanics, safety procedures, patient approach, and therapeutic massage techniques. Part Two is devoted to goniometry, manual muscle testing, quadrant scanning, and therapeutic exercise of the trunk and extremities.

**PT 416. Therapeutic Skills II. 1 Hour.**
Therapeutic Skills II is devoted to learning the proper and safe movement of patients between surfaces, including body mechanics, bed mobility, and transfer training. The students will also be introduced to vital signs assessment and the selection and use of devices and techniques related to gait training. Prerequisite(s): PT 415.

**PT 417. Physical Agents I. 3 Hours.**
This course is designed to introduce the students to the scientific and clinical principles involved in the use of physical agents (modalities) in patient assessment and treatment. The course focuses on thermal, light, sound, electrophysiological, and mechanical agents used by physical therapists to treat patients, and explores the physics, physiology, and clinical aspects of commonly used modalities. The lab part of the course is designed to introduce the students to the use of therapeutic modalities in patient treatment and to allow them to practice application of modalities introduced in lecture. The aim of this course is for the student to understand the indications and contraindications of thermal, sound, and mechanical modalities and to acquire the skills to be able to safely apply them to patients during the first clinical placement.

**PT 418. Physical Agents II. 1 Hour.**
This is the second part of a two part lab series that builds on content acquired in PT 417. This course focuses on the practice of electrical stimulation and biofeedback used by physical therapists in the treatment of patients. The aim of this course is for the student to understand the indications and contraindications of these modalities and to acquire the skills to be able to safely apply them to patients during the first clinical placement. Prerequisite(s): PT 417.

**PT 420. Life Cycles I. 2 Hours.**
This course, the first in a two-course sequence, presents the relationship of structure and function to the development of movement skills across the entire life span. Normal physical development and normal movement of an individual is described from the time of conception through old age with emphasis on children under five years and adults over sixty-five years. Students will be introduced to movement disorders that are characteristic of specific age stages. This course is taught from a life span perspective in which social, psychological, and physical factors all interact to influence function. Prerequisite(s): PT 410 and PT 411 and PT 415 and PT 417.

**PT 425. Exercise Physiology. 3 Hours.**
This course examines human physiologic responses to physical activity. The first three units of the course address acute responses to physical activity, with a focus on metabolic, muscular, cardiovascular, and neuroendocrine homeostatic control mechanisms, as well as the influence of environmental factors on acute responses. The final unit of the course involves a discussion of factors that contribute to fatigue, and examines the evidence regarding adaptations to chronic physical activity and exercise. Students will learn how the principles of frequency, intensity, duration, specificity, and reversibility affect the benefits of physical activity for health and human performance. In addition, performance benefits attributable to the use of ergogenic aids will be discussed. Prerequisite(s): SC 221 and SC 222 and SC 291.

**PT 431. Psychosocial Aspects of Physical Therapy. 3 Hours.**
The purpose of this three-credit experiential course is to guide the student in the attainment of attitudes, behaviors, and values appropriate to a healthcare practitioner. Through an examination of physical therapy as a profession, students will identify the changing and emerging roles of the physical therapist in the current healthcare environment. Students will be introduced to professional ethics, practice expectations, laws and regulations that define and limit the scope of physical therapy practice. Effective verbal and written communication skills will be emphasized, using issues relevant to physical therapy as vehicles for the practice of communication skills.

**PT 435. Principles of Physiology. 3 Hours.**
This course provides an overview of human physiology required for the understanding of clinical conditions in patients referred for physical therapy. Prerequisite(s): SC 221 and SC 222 and SC 291.

**PT 450. Neurophysiology. 3 Hours.**
This course will give students a basic understanding of the neuroanatomical and neurophysiological substrates underlying human perception, movement, cognition and language. The course will pay particular attention to the sensory and motor systems that contribute to the control of posture and movement. Both normal and pathological functioning of the nervous system will be discussed. Common dysfunctions of the neuromuscular system will be addressed through lectures, student literature reviews, and classroom discussion. Students will be required to review recent neuroscience research investigating commonly encountered neural pathologies. Clinical illustrations will be discussed throughout the course. This discussion will include etiology, pathology and therapeutic and pharmacological treatment options where applicable. The course will enable students to apply neuroanatomical knowledge in analyzing a collection of patient signs and symptoms to determine the location and type of CNS lesion. Prerequisite(s): PT 410 and PT 411 and PT 415 and PT 417.

**PT 500. Clinical Edu II. 4 Hours.**
An eight-week full-time clinical experience during the fall semester of the second professional year. This course is designed to provide the student with competency in the intermediate to entry level skills of managing musculoskeletal dysfunction, basic to intermediate skills of managing patients with neurological dysfunction, and exposure to administrative functions of the physical therapist. Prerequisite(s): PT 400.

**PT 510. Neuromuscular I. 3 Hours.**
This course provides students with an overview of the examination and treatment of the adult client with a neurological lesion. It presents the philosophies underlying the major treatment approaches, and discusses strengths as well as limitations of these philosophies. The course focuses on the patient who has had a cerebrovascular accident, however the principles presented in this course can be applied to patients with a variety of neurological lesions. A hypothesis-based approach to development of an intervention strategy will be presented and emphasized. Laboratory sessions focus on hands-on management techniques for the patients with neurological deficits. Students will be required to read and critically analyze primary literature related to neurological rehabilitation. Prerequisite(s): PT 420 and PT 412 and PT 416 and PT 418 and PT 450.

**PT 515. Therapeutic Skills III. 3 Hours.**
This is the third of four courses designed to introduce students to the scientific and clinical principles involved in the use of various therapeutic skills in patient care. This course emphasizes orthopedic evaluation and treatment skills of the upper and lower extremities and some neurological treatment skills related to proprioceptive neuromuscular facilitation (PNF). The emphasis of the class is on development of manual therapy skills and the application of therapeutic exercise prescription. Part of the material pertaining to performing a musculoskeletal screening is taught in the week prior to the start of Fall semester in combination with PT 550 Musculoskeletal I on a different schedule. Prerequisite(s): PT 411 and PT 415.

**PT 520. Life Cycles II. 3 Hours.**
This course, the second in a two-course sequence, explores the impact of chronic disorders on growth, development, movement and aging. Students will use information describing the typically-development and typically aging individual to determine the changes in structure, function and movement expected from a specific pathology. This course is taught from a life span perspective in which social, psychological, and physical factors all interact to impact function. Prerequisite(s): PT 550 and PT 515 and PT 528.

**PT 528. Ethical/Legal/Management Issues in Physical Therapy. 3 Hours.**
This course allows the student to explore in detail the many legal and ethical issues inherent in the United States health care system. Tools such as the APTA code of Ethics and Standards of Practice, and the Maine Practice Act for Physical Therapy will be utilized while students resolve frequently encountered ethical and legal dilemmas through case study. The course also examines current issues and trends in physical therapy clinical management. Topics such as: reimbursement, human resource management, quality, risk, and information management are covered, to name only a few. Prerequisite(s): PT 420 and PT 412 and PT 416 and PT 418 and PT 450.

**PT 530. Rehabilitation of Chronic Conditions. 3 Hours.**
This course explores a variety of chronic conditions and their sequelae, including metabolic, vascular, auto-immune, malignant, infectious and traumatic disorders. The course will cover the pathology, medical and surgical management, psychosocial issues, and the role of the physical therapist and other health care team members in patient evaluation and treatment. Prerequisite(s): PT 550 and PT 515.

**PT 550. Musculoskeletal I. 4 Hours.**
This course provides an introduction to examination, evaluation and treatment for orthopedic conditions with the emphasis on peripheral conditions. Students learn and practice screening examinations and joint specific examinations including special tests. Differential diagnosis through selective tissue tensioning lays the initial foundation for patient case development and practice throughout the course. Students examine commonly utilized orthopedic outcome tools for reliability and validity. Prerequisite(s): PT 416 and PT 418.

**PT 552. Musculoskeletal II. 3 Hours.**
This is the second of two courses designed to introduce students to the scientific and clinical principles involved in the evaluation and treatment of orthopedic conditions treated by physical therapists. This course will build on the orthopedic evaluation, assessment and intervention skills related to PT 550 Musculoskeletal I, PT 515 Therapeutic Skills III. This course will cover the anatomy, biomechanics, and the skills needed to evaluate and treat orthopedic related pathologies and disorders of the pelvic girdle and spine employing the assessment and intervention techniques from a McKenzie approach to low back pain and a Muscle Energy approach for the spine and pelvis. Additional topics will include Australian Lumbar Stabilization concepts, back school components and set up, ergonomics and work related functional capacity evaluations, work hardening and work conditioning programs. Prerequisite(s): PT 550 and PT 515.

**PT 554. Musculoskeletal III. 3 Hours.**
This is the third of three courses designed to introduce students to the scientific and clinical principles involved in the evaluation and treatment of orthopedic conditions treated by physical therapists. This course will allow students to acquire more advanced skills in the evaluation and treatment of pelvic girdle, spinal, rib cage and temperomandibular joint related orthopedic pathologies and disorders. Manual therapy techniques will be discussed based on the biomechanics of the skeletal joints. Adjunctive treatment procedures used in orthopedics will be discussed. The goal of this course is to prepare the student to evaluate and treat common disorders of the spine, pelvic girdle, and rib cage and to be able to differentiate between distal and proximal nerve pathologies. Intervention approaches will emphasize the concept of identifying the tissue or tissues in lesion when possible and applying the Optimum Stimulation for Regeneration via manual therapy techniques and exercise. Major emphasis will be placed on Nordic manual techniques with frequent reference to Australian manual therapy concepts and Medical Exercise Training concepts. Case studies will be used to help students apply the concepts. Prerequisite(s): PT 552 and PT 550 and PT 515.

**PT 560. Cardiorespiratory. 3 Hours.**
This course uses a mix of lectures, labs and small group sessions as well as independent study to help the student develop competencies in assessment and treatment of cardiopulmonary impairments and associated disabilities so that they can provide safe and effective patient interventions. Students will develop assessment skills that will enable them to identify acute and chronic cardiopulmonary/cardiovascular impairments across the lifespan and to choose and apply treatment strategies appropriate to the problems identified during their assessment. Prerequisite(s): PT 528 and PT 552 and PT 601.

**PT 561. Pathophysiology. 3 Hours.**
This course adds to the knowledge base of the student by providing instruction regarding the pathology of disease states, the implications of the disease as regards system impairments, functional limitations, and disablement. Further, the content will include discussions of the evidence in support of the available treatment of each disease discussed, and how the particular pathology influences the therapeutic regime. Students will participate in lectures and will use several vehicles to disseminate information about a chosen pathology. Prerequisite(s): PT 450 and PT 550.

**PT 599. Advanced Physical Therapy Elective. 3 Hours.**
This course provides advanced study in small groups of varying areas related to physical therapy practice. Prerequisite(s): PT 603 and PT 610 and PT 650 and PT 608.

**PT 600. Clinical Edu III. 4 Hours.**
This eight-week full-time clinical experience is designed to provide the student with competency in the intermediate to entry level skills of managing musculoskeletal dysfunction; basic to intermediate skills of managing patients with neurological, cardiopulmonary, and integumentary dysfunctions; and basic to intermediate administrative functions. The learner is expected to actively participate, with supervision, in the entire patient management process, demonstrating critical-thinking skills and effective communication skills. Prerequisite(s): PT 500.

**PT 601. Research Methods I. 1 Hour.**
This course is the first in a four-semester Research Methods series. Students will work in groups to initiate a research project under the guidance of a faculty researcher. Students will conduct a literature review, formulate research questions, design a research methodology to answer those questions, and develop a research proposal. If appropriate, students will submit the proposal to an Institutional Review Board. Prerequisite(s): PT 420 and PT 412 and PT 450 and PT 515 and PT 550 and MS 345.

**PT 602. Research Methods II. 1 Hour.**
This course is the second course in a four-semester Research Methods series. It is intended to follow the IRB approval of a research proposal. During this semester students will work in groups with their research advisor to finalize their data collection protocol, establish a data collection management system, seek participants following the guidelines established by the IRB proposal and informed consent process, initiate data collection for their research project, and document collected data following the established management guidelines. Prerequisite(s): PT 601 and PT 552 and PT 528.

**PT 603. Research Methods III. 2 Hours.**
This course is the third course in the four-semester Research Methods series. It intends to prepare students for writing a journal quality manuscript, with appropriate use of statistical analysis. During this semester, students will work in groups to complete the data collection and analysis for their research projects. Prerequisite(s): PT 602 and PT 554 and PT 560 and PT 520 and PT 561.

**PT 604. Research Methods IV. 3 Hours.**
This course is the final course in the four-semester Research Methods series. It prepares students for presentation of a completed research study using three different formats, including an oral presentation, a scientific paper, and a poster. The course discusses differences among these three formats, as well as the qualities that contribute to excellence and the pitfalls to avoid in each type of presentation. Students will also gain experience in writing a formal critique of a manuscript. Students are expected to apply the knowledge they have gained from other classes regarding presentations, communication, and education. Prerequisite(s): PT 603 and PT 610 and PT 650 and PT 661 and PT 608.

**PT 605. Advanced Anatomy. 1 Hour.**
This course provides a review of neural, vascular, and musculoskeletal anatomy initially covered in the first gross anatomy course. This review will make use of previously prosected cadaveric specimens as it integrates knowledge of anatomical pathology learned in previous clinical physical therapy courses. This course serves as a review for the physical therapist licensing exam. Prerequisite(s): PT 603 and PT 610 and PT 650 and PT 608 and PT 661.

**PT 608. PT Management of Children with Neurologic Dysfunction. 3 Hours.**
This course is designed to provide the PT student with clinical specialty skills in pediatric neuro-rehabilitation. Students will develop competencies in the assessment and management of the child diagnosed with any of the primary neurological conditions found in pediatrics. A holistic view of the child is stressed, especially the interrelationships among the child, the family, and the community. Prerequisite(s): PT 552 and PT 560 and PT 520.

**PT 610. Neuromuscular II. 3 Hours.**
This course is the second part of the series in neurological rehabilitation in the Physical Therapy program. It builds on the foundational courses of Neurophysiology and Neuromuscular I, covering the pathology, medical management, and physical therapy intervention for a number of neurological conditions that are representative of the most common neurological diagnoses seen in clinical practice. In addition to mastering new treatment techniques and interventions, students will learn to apply the principles and skills learned in previous courses to diverse neurologically-impaired populations. This course also exposes students to current benchwork scientific research related to the conditions studied, emphasizes critical analysis of primary scientific literature. Prerequisite(s): PT 450 and PT 510.

**PT 615. Advanced Spinal Manual Therapy. 3 Hours.**
This elective course is designed to provide the student with a more in-depth approach to evaluation and treatment techniques for the spine, pelvic girdle and ribs from a manual therapy perspective. The main emphasis of the course will be on improving clinical reasoning skills in identifying the specific lesion(s) and the treatment approach. The second goal is to improve manual skills that emphasize the Nordic approach, the Australian lumbar and pelvic stabilization concepts and the use of exercise in rehab. The treatment concepts are based on current scientific research principles. The lab sessions emphasize the development of palpation and technique application skills. The integration of manual therapy skills with exercise programs and patient education is an important component of this course.

**PT 616. Sports Medicine. 3 Hours.**
This elective course is designed as an overview of sports medicine from a physician-based model and a sports therapist perspective. This course includes a review of musculoskeletal therapies with an emphasis on manual skills for prevention, evaluation, and treatment of athletic injuries. The physician-based model provides an overview of all body systems as they pertain to athletics. Topics will emphasize variations from young to old and male to female athletes.

**PT 617. Orthotics & Prosthetics. 3 Hours.**
This course provides an analysis of contemporary upper and lower-limb orthotic and prosthetic components and trunk orthoses, including the biomechanical principles upon which the designs are based. Topics include the static and dynamic evaluation of patients fitted with orthoses and prostheses. Discussion will also include recent trends in early and prosthetic management for adults and children with amputation. The role of physical therapist as part of the rehabilitation team in selecting orthotic and prosthetic devices will be examined. Prerequisite(s): PT 554.

**PT 618. Health and Wellness. 3 Hours.**
This course is designed as an overview of health and wellness as it can be incorporated into a physical therapy practice. This course will review statistics, risks, treatment options, and prevention strategies for many chronic health problems. Age and gender differences will be reviewed in the discussion of treatment and prevention strategies. Students will work in groups to develop and present a health and wellness business proposal. The final copy of this proposal will be in format suitable to deliver to the student's next employer. Prerequisite(s): PT 661 and PT 664.

**PT 620. Primary Health Care. 2 Hours.**
This course provides students with an overview of patient interview and evaluation techniques for the primary health care provider. As autonomous practitioners, physical therapists are responsible for identifying factors that affect a patient’s response to treatment and may necessitate referral to a physician for follow-up and treatment. This course uses a case-based approach to the medical screening process to help students develop interview and evaluation skills that facilitate this process. In addition students will learn to use pharmacological and basic laboratory data essential to the screening process. Prerequisite(s): PT 610 and PT 650 and PT 608.

**PT 625. Prosthetics in Rehabilitation. 2 Hours.**
This course is designed to present entry level information regarding management of the patient with an upper or lower extremity amputation. The course will be co-taught by the primary instructor and a local prosthetist, each bringing a different perspective and area of expertise to the class. Students will learn about pre-prosthetic management, prosthetic prescription, various prosthetic components, and about therapeutic skills to use when working with a patient who has had an amputation. A multi-disciplinary approach will be emphasized throughout the course. Prerequisite(s): PT 411.

**PT 630. The Physical Therapist as Educator, Consultant and Advocate. 2 Hours.**
This seminar course is designed to provide an examination of the educational factors supporting successful adult learning within health care settings. Students will examine the impact of identity differences (race, ethnicity, class, gender, disability and other identity differences), adult development theories and learning theories in the education of adults. Students will explore the educational principles and methodologies needed to educate various constituencies within healthcare. Through the application of theories, principles, and methodologies in a community health project, students will acquire the pedagogical foundations to develop, deliver, and evaluate educational products for their clients, professional peers and physical therapy students. Prerequisite(s): PT 552 and PT 560 and PT 520.

**PT 640. Medical Imaging and Rehabilitation. 1 Hour.**
This course will provide the PT clinical doctoral learner with the tools needed to interpret and apply specialized medical imaging information to the rehabilitation patient. Musculoskeletal imaging is emphasized. A basic introduction of imaging techniques for other physiological systems (CNS, Heart, lung, vascular tree) will also be incorporated (Doppler ultrasound, V/Q scan, echocardiography, radioisotope testing, etc.). This course strengthens physical therapist clinical expertise in comprehensive patient evaluation, diagnosis, treatment planning, and physician interaction. Prerequisite(s): PT 560 and PT 510 and PT 552.

**PT 642. Pharmacology and Rehabilitation. 1 Hour.**
This course will provide the PT clinical doctoral learner with the primary drug classes and the physiologic basis of their action. Drugs will be grouped according to their general effects and the type of disorders they are routinely used to treat. Special emphasis will be placed on drugs that are commonly used to treat people receiving physical therapy. This course will likewise address how drug therapy interacts with physical therapy, and how drugs can exert beneficial effects as well as adverse side effects that impact on rehabilitation. A specific area of focus will include geriatric pharmacology. Prerequisite(s): PT 561.

**PT 650. Patient Care Seminar I. 2 Hours.**
This is a seminar course in which the management of variety of actual cases is discussed in small groups. Students will each present both a written and an oral case study, based on a real patient they treated during Clin Ed II. The overall management of the patient, from initial examination to discharge from PT services, as well as follow-up care will be discussed. Discussion will focus on the strengths of the patient management provided, as well as areas that could have been improved. Evidence-based practice, and reflective practice are emphasized. Prerequisite(s): PT 552 and PT 560 and PT 520.

**PT 652. Patient Care Seminar II. 1 Hour.**
This capstone seminar course builds on the themes of reflective and evidence-based practice that were stressed in PT650. Management of patient cases is discussed in small groups, with additional emphasis placed on independent library research on the seminar topics. Prerequisite(s): PT 650 and PT 700.

**PT 661. Exercise for Special Populations. 3 Hours.**
This course builds on the knowledge base and the assessment and treatment skills that students developed during their first two years in the professional phase of the DPT. The course will allow students to investigate the role of exercise as a treatment strategy across various conditions and disease states, and across the lifespan. The focus of the course will be mastery of the Knowledge, Skills, and Abilities as set forth by the American College of Sports Medicine in their guidelines and position stands for exercise in various populations. These include, but are not limited to, Heart Disease, Hypertension, Children, Older Adults, Pregnancy, Obesity, and Diabetes. Students will participate in lectures as well as observational experiences in wellness and/or medical settings to further enhance the skills needed to assess and treat complex patients with multi-system involvement. Students will also be responsible for a semester project in which they will be challenged to defend patient interventions using evidence from current literature. Prerequisite(s): PT 560 and PT 561.

**PT 664. Geriatrics. 3 Hours.**
This course will provide students with the knowledge base for understanding the demographics of aging in industrialized societies, as well as the physical, psychological and emotional aspects of healthy human aging including the affects of age-related diseases and conditions. The students will be required to formulate plans for treatment of the geriatric physical therapy patient including assessment, education, and application of therapeutic interventions. Prerequisite(s): PT 510.

**PT 698. Individualized Physical Therapy Remediation. 1-7 Hour.**
The Individualized Physical Therapy Remediation is a variably-credit course. In this course, an individual student and a designated faculty member, or members, study subject matter as part of an individualized remediation plan for learning content that was incompletely learned in prior PT courses. The Individualized Physical Therapy Remediation course is available to DPT professional-phase students only with the written recommendation of the Physical Therapy Academic Review Committee.

**PT 699. Special Topics in Health Care. 2 Hours.**
Variable Topic Course in Physical Therapy.

**PT 700. Clinical Education IV. 4 Hours.**
This final eight week full-time affiliation provides the learner with competency in the entry-level skills of managing patients with simple to complex musculoskeletal dysfunction, neurologic dysfunction, cardiopulmonary dysfunction, integumentary problems, or complex medical conditions, as well as entry level skills in the administrative functions of the physical therapist. The purpose of this affiliation is to allow the student to participate in the full spectrum of clinical and administrative functions of the physical therapist. The learner is expected to actively participate, with supervision, in the entire patient management process, demonstrating critical-thinking skills and effective communication skills. Prerequisite(s): PT 600.

# PY (PY)

## Courses

**PY 111. General Psychology. 3 Hours.**
This is a scientifically based introduction to the discipline of psychology. It examines the study of basic patterns of behavior including motivation, learning, emotions, the physiological basis of behavior, human growth and development, personality theory and measurement, and abnormal and deviant behavior.

**PY 141. Human Growth and Development. 3 Hours.**
This course includes physiological processes of development including conception, prenatal growth, birth, maturation, and aging, provide a framework for examining the cognitive, affective and social development of the individual during his/her life-span. Prerequisite(s): PY 111.

**PY 231. Social Psychology. 3 Hours.**
This course exposes the student to classic research in the field of social influence and perception. Students are introduced to several concepts that provide understanding of the world in new ways. Prerequisite(s): PY 111.

**PY 232. Abnormal Psychology. 3 Hours.**
This is a comprehensive course focusing on the better understanding of the field as an area of active inquiry both in clinical practice and in research. A complete presentation of the most important theoretical models along with topics that reflect contemporary interests are examined. Developmental perspectives along with current views of abnormality and current treatment approaches are studied. Prerequisite(s): PY 111.

**PY 233. Psychology of Human Sexuality. 3 Hours.**
This course examines the historical, behavioral, and psychological dimensions of human sexuality. Topics typically include sexual maturation, gender identity, sexual orientation, development and maintenance of healthy sexual relationships, sexual attitudes, normal sexual behavior, abnormal sexual behavior, sexual dysfunction, sexual trauma, and cross-cultural sexual practices. Prerequisite(s): PY 111 and PY 141.

**PY 242. Research Methods. 3 Hours.**
In this course students will cover basic topics in research methodology in psychology. They will learn how to develop research questions, identify problems inherent in many research designs, and how to present their findings. They will also cover ethical issues related to research with human beings and animals. Prerequisite(s): PY 111 and MS 132.

**PY 299. Topic. 1-3 Hour.**
This course is intended to provide the opportunity to offer courses in psychology that would not normally be a part of the Husson curriculum. As such the topics will depend upon the interests of students and faculty. Prerequisite(s): PY 111 and (PY 141 or PY 241).

**PY 322. Diversity & Multiculturalism. 3 Hours.**
This course critically explores an array of cultural forces as well as issues entailed by lifestyle diversity that may help play significant roles in shaping students' understanding of and approaches to assisting individuals with emotional or psychological difficulties or who are experiencing problem in making adaptive adjustments to life's many transitions. Prerequisite(s): PY 111 and (PY 141 or PY 241).

**PY 333. Psychology of Personality. 3 Hours.**
This is a critical review of methods and content in the study of personality. The development of the field, with attention to recent applications of scientific methods to problems of personality, is examined. A survey of major theories of personality is undertaken. Prerequisite(s): PY 111.

**PY 335. Intro to Rehabilitation. 3 Hours.**
The course will provide a basic foundational study of rehabilitation counseling with a conceptual overview of the professional, historical, theoretical and research foundations, as well as the counseling applications of the rehabilitation profession. Prerequisite(s): PY 241 and (PY 332 or PY 232).

**PY 336. Evolutionary Psychology. 3 Hours.**
Evolutionary psychology will examine the impact evolutionary theory on the field of psychology. This course links psychology, anthropology, and biology and examines why contemporary humans behave and think the way they do. It examines the proximate and ultimate causes of behavior with an emphasis on function. The course begins with an overview of heredity and evolutionary theory and then discusses research on evolutionary factors that influence human learning, thinking, motivation, and emotion. It also covers the evolutionary explanations for social behavior such as cooperation and competition, and mate-selection and parenting. Prerequisite(s): PY 111 and PY 141.

**PY 338. Cognitive Psychology. 3 Hours.**
This course provides students with an overview of the theories and research in cognition. The course covers diverse topics such as memory, attention, judgment, decision making, problem solving, language, intelligence, sensation, perception, and sensory integration. In addition, this course integrates concepts from many diverse areas of psychology including biopsychology, learning, development, educational psychology, and sociocultural psychology, as well as other scientific disciplines. Prerequisite(s): PY 111 and PY 141 and PY 242.

**PY 340. Physiological Psychology. 3 Hours.**
This course examines behavior as viewed by the biological perspective. It is an introduction to and survey of the physiological bases of behavior, including biochemical and neurophysiological determinants of sensation, motor control, sleep, eating and drinking, learning and memory, language and mental disorders. Prerequisite(s): PY 111.

**PY 341. Gerontology. 3 Hours.**
This course is designed to expose the students to the most relevant and current problems in the field of aging and present a variety of divergent views on the appropriate solutions to these problems. The topics covered include demographic trends, the aging process, longevity, social attitudes toward old age, problems and potentials of aging, retirement, death, living environments in later life and social policies, programs and services for older people. Also, mental and physical health, cognitive and personality development, relationships and sexuality are studied. The key theories on aging and the influence of scientific knowledge, changing world views and historical events on theoretical viewpoints are examined. Prerequisite(s): PY 241 or PY 141.

**PY 344. Early Childhood. 3 Hours.**
This course is designed to expose students to the interplay among biological, cognitive and social factors in children`s development and examine its multiple determination. Basic research, theoretical models and applications of knowledge in areas such as prenatal environment, heredity and environment, sensation, perception and learning, emotional development, language and communications, intelligence, family, peers, morality, altruism, aggression, gender roles and differences, and technology and television are examined. Prerequisite(s): PY 241 or PY 141.

**PY 345. Therapeutic Psychology. 3 Hours.**
This course covers an introduction to the principles and techniques to counseling and psychotherapy with attention given to professional identity factors, theoretical and research foundations, counseling applications, current issues in therapeutic practice, and the place and obligations of the psychotherapist in the profession. Prerequisite(s): PY 111 and (PY 332 or PY 232) and (PY 241 or PY 141) and PY 412.

**PY 346. Adolescent Psychology. 3 Hours.**
This course examines the contextual development of adolescents as they transition through biological, cognitive, and social changes. These contextual transitions include the family, peer groups, schools, and work and leisure. Also, the developmental issues of identity, autonomy, intimacy, sexuality, achievement and psychosocial problems are explored. Prerequisite(s): PY 241 or PY 141.

**PY 410. History and Systems of Psychology. 3 Hours.**
This course provides students with an overview of the historical trends, influential people, theoretical developments, and empirical findings that are either foundational for the discipline or have shaped the current directions in psychology. Prerequisite(s): PY 111 and PY 141 and PY 333.

**PY 411. Psychological Tests and Measurements. 3 Hours.**
This course is designed to provide an introduction to the principles of psychological testing. The topics it covers include the definition of psychological testing, the role of testing in evaluation of persons, the types of tests and purposes for which they are applied, principles of test construction including a review of relevant statistical concepts, item selection, standardization, reliability and validity. In addition, this course will consider and examine some major tests used in assessment of personality, intelligence, interests, and neuropsychology and the standards for ethical practice in psychological testing. Prerequisite(s): (MS 111 or MS 141) and MS 132 and (PY 332 or PY 232) and (PY 342 or PY 242).

**PY 412. Social Service Field Placement. 3 Hours.**
Social Services Practicum in Psychology is designed to provide students experiences in which others are assisted or served. Students select a developmental stage of interest or identified group with a specific need, then participate in an existing program or develop a project that can assist people of this stage or identified population in need. The course content is individualized so that students explore personal and professional interests while participating in a social service project. Student's experiences are shared during classes so that class members benefit from other's experiences. Prerequisite(s): PY 345 and (PY 241 or PY 141).

**PY 431. Behavior Modification/Seminar in Learning. 3 Hours.**
This is an advanced course examining how learning principles influence human behavior. The extension of these principles and concepts emerging from the experimental analysis of behavior to problems of behavior modification in academic, social, and industrial settings is studied. Prerequisite(s): PY 333 and (PY 332 or PY 232).

**PY 442. Seminar in Psychology. 3 Hours.**
This is a capstone course designed to review the academic work and empirical experiences of psychology majors in the field, but not excluding the incorporation of other academic and collegiate experiences from psychology’s point of view. Additionally, this course provides students the opportunity to explore topics they deem important. The course helps prepare students for program completion and a smooth transition from collegiate to professional life. It also provides a review of the students’ academic experiences and verifies that all of the collegiate co-curricular expectations have been met. Prerequisite(s): College Level=Senior and (Major=BS Psychology - Crim Justice or Major=BS Psychology - General or Major=BS Psychology/Clinical or Major=BS Psychology - MHRT/C Certification).

**PY 447. Trauma and Recovery. 3 Hours.**
The theory and methodology of sexual abuse, non-sexual trauma, and the effects of trauma is examined. Awareness of abuse, recognizing the sources of trauma and developing a recovery plan through the use of available resources for prevention and treatment in the State of Maine will also be covered. Prerequisite(s): (PY 141 or PY 241) and (PY 232 or PY 332) and (PY 345 or PY 450).

**PY 450. Introduction to Counseling and Psychotherapy. 3 Hours.**
This course covers an introduction to the principles and techniques to counseling and psychotherapy with attention given to professional identity factors, theoretical and research foundations, counseling applications, current issues in therapeutic practice, and the place and obligations of the psychotherapist in the profession. Prerequisite(s): (PY 141 or PY 241) and (PY 232 or PY 332).

**PY 491. Field Placement. 3 Hours.**
Field Placement in Psychology is designed to introduce students to the actual fieldwork in mental health that is related to their career goals. This is a highly individualized class that is structured to meet the individual educational and career related needs of each student. Weekly class meetings will focus on issues relevant to providing mental health services to patients, becoming aware of various systems that support provision of mental health services, and increasing one's self-awareness in regards to working in mental health systems and providing mental health services. Students must receive approval from their advisor before they can register. Prerequisite(s): (PY 141 or PY 241) and (PY 232 or PY 332).

**PY 499. Topic/. 3-3 Hours.**
This course is intended to provide the opportunity to offer advanced courses in psychology that would not normally be a part of the Husson curriculum. As such the topics will depend upon the interests of students and faculty. Prerequisite(s): PY 111 and ( College Level=Junior or College Level=Senior).

# RX (RX)

## Courses

**RX 301. Complementary/Alternative Medicine. 2 Hours.**
This course will introduce students to OTC drugs, herbals, nutraceuticals, and non-drug alternatives available to patients. Evidence for benefit versus harm will be highlighted.

**RX 302. Introduction to Pharmacology and Toxicology. 2 Hours.**
This course will provide an introduction to the principles of pharmacology & toxicology. Couse content will include basic foundational precepts of the discipline and focus on the mechanistic underpinnings of different classes of therapeutic agents. Basic toxicological principles will be covered and application to clinical therapeutics will be included. Prerequisite(s): RX 311 and RX 321 and RX 361.

**RX 311. Medical Physiology and Pathophysiology I. 4 Hours.**
This course will provide an in-depth examination of human physiological processes and pathologic disorders by organ system. General principles of pathology, immunology, genetics and neoplasia are introduced, along with the nervous system: peripheral; CNS, pain transmission and management; neurological and psychiatric disorders; and renal physiology and disease. Will include clinical symptom presentation and cellular basis of disease.

**RX 312. Medical Physiology and Pathophysiology II. 4 Hours.**
A continuation of the fall course in which the additional following organ systems will be examined: cardiovascular, endocrinology, hematology/ oncology, pulmonary, GI/ hepatic, reproductive, musculoskeletal, dermatology, and otology. Prerequisite(s): RX 311.

**RX 321. Pharmaceutics I: Drug Characteristics. 3 Hours.**
This course will cover the general chemical and biological principles upon which the interactions between drugs and living systems are based. Pharmaceutical calculations will also be included.

**RX 322. Pharmaceutics II: Drug Delivery Systems with Lab. 4 Hours.**
This course integrates mathematical concepts relating to pharmaceutical dosage forms with prescription compounding techniques. Physical and chemical properties of prescription additives are considered as they affect accuracy, potency, and stability of common dosage forms. Laboratory portion involves basic compounding skills. Prerequisite(s): RX 321.

**RX 331. Cognitive Skills, Comm, Case-based Critical Thinking I. 3 Hours.**
Introduction to practice of pharmacy, drug info, clinical lab tests; introduction to problem solving/ critical thinking; basic pharmacy law. Top 100 drug review.

**RX 332. Cognitive Skills, Comm, Case-based Critical Thinking II. 3 Hours.**
An emphasis on problem solving and critical thinking focused on drug-related problems and major disease states. Topics will be integrated throughout the semester using a case-studies approach. Prerequisite(s): RX 331.

**RX 341. Self-Care I. 2 Hours.**
This course will acquaint the student with the history of the pharmacy profession and the therapeutic utility of a variety of herbal medicines and alternative treatment regimens as well as provide an introduction to selected over-the-counter medications.

**RX 342. Medical Microbiology. 3 Hours.**
Fundamentals of the microbial world with emphasis on the medical aspects of microbiology, molecular basis of pathogenicity, and chemotherapy. Expansion of basic immunological principles presented in RX 311 to include altered immune states, transplantation immunology, and network regulation of the immune response. Prerequisite(s): RX 361.

**RX 350. IPPE I (Basic Community or Hospital Pharmacy). 3 Hours.**
An introductory pharmacy practice experience that involves actual practice experiences in a community practice setting and permits the student, under appropriate supervision and as permitted by practice regulations, to develop a understanding of the basic tenets of community practice setting.

**RX 351. Rural Community Pharmacy Practice with Skills Lab. 3 Hours.**
This course is designed to provide students with the foundation necessary to understand the needs and resources required in providing rural pharmacy healthcare access and to be able to practice pharmacy effectively in the rural community setting. A combination of didactic lectures and laboratory experiences will prepare students for their first Introductory Pharmacy Practice Experience (IPPE), while emphasizing the unique aspects of rural healthcare delivery.

**RX 352. Communications and Ethics. 2 Hours.**
An understanding of the foundations of clinical communication, including direct and indirect clinical communication techniques to increase the participation of patients in achieving positive clinical outcomes and maximizing their health-related quality of life. Common ethical issues will be discussed.

**RX 361. Medical Biochemistry. 3 Hours.**
General overview of major metabolic pathways, electrolyte balances and enzymatic systems important for drug pharmacodynamics.

**RX 362. Practice Skills Lab I. 1 Hour.**
The course is designed to provide students with an in-depth introduction to all aspects of skillful delivery of community pharmacy services. Prerequisite(s): RX 351.

**RX 371. Medical Physiology and Pathophysiology I Recitation. 1 Hour.**
This recitation will support the lecture material provided in RX 311 with special emphasis on clinical laboratory tests.

**RX 372. Medical Physiology and Pathophysiology II Recitation. 2 Hours.**
This recitation will support and reinforce the lecture material provided in RX 312.

**RX 401. Pharmacy Management. 3 Hours.**
This course is designed to provide the student with a broad base of information and skills for pharmacy management in various professional practice settings. Management principles covered include planning, organizing, directing budgeting, and operating a pharmacy and to use the economic analyses to manage limited pharmacy resources. The course prepares the pharmacy student to understand and work at various levels of management.

**RX 411. Clinical Research Design and Statistics. 3 Hours.**
The intent of this course is to familiarize students with appropriate clinical experimental design and statistical methods of analysis. Continued emphasis on drug information will be provided, which will enhance student's ability to critically evaluate the literature. An overview of medial epidemiology will round out the course.

**RX 412. Pharmacogenomics and Biotechnology. 3 Hours.**
This course will present information covering the breadth of biotechnology including transcriptional regulation, cloning, recombinant protein synthesis, gene therapy and stem cell biology. Additionally, specific applications of genetics and genomics to drug metabolism and distribution will be provided stressing the significance of genetic variation in determining the handling of xenobiotics by the body. Prerequisite(s): RX 311 and RX 312 and RX 342 and RX 361.

**RX 421. Drug Action III. 4 Hours.**
This course will provide an in-depth survey of pharmacology & toxicology with particular coverage of drugs affecting the peripheral and central nervous systems; treatment of inflammatory states; agents that influence water and ion conservation; and the cardiovascular system. Selected topics of importance for understanding the SAR of agents in each class will be discussed.

**RX 422. Drug Action IV. 4 Hours.**
This course is a continuation of RX 421 with coverage of drugs in the following areas: antimicrobial & antiparasitic agents; antivirals; chemotherapeutic agents used against neoplasm; immunomodulators; anemia and blood dyscrasias; hormone therapy; dermatologic preparations; ophthalmic drugs; and an introduction to toxicology.

**RX 431. Cognitive, Community, & Case-based Crit. Thinking III. 3 Hours.**
Problem solving sections will continue with case-based review of problems and patient-centered care approaches that coincide with topics in the Drug Action.

**RX 432. Cognitive, Communication, & Case-based Crit. Thinking IV. 3 Hours.**
Continuation of problem solving sections case-based review of problems and patient-centered care approaches that coincide with topics in the Drug Action.

**RX 441. Natural Products Debate. 2 Hours.**
Using a debate format, this course is designed to provide students with a more in-depth understanding of the mechanism of action, efficacy, safety and scientific evidence available for the top selling natural products in use today.

**RX 442. Pharmacoeconomics. 3 Hours.**
This course is designed to introduce the pharmacy student to economic theories relevant in the health care arena and the application of pharmacoeconomic methodologies in evaluating drug therapy management. Pharmacoeconomic topics to be covered include cost-minimization analysis (CMA), cost-benefit analysis (CBA), cost-effect analysis (CEA), and cost-utility analysis (CUA). Additional topics in epidemiology will be included. At the end of this course, students will comprehend the economic factors driving the decision making process found in the health care industry and evaluate the pharmacoeconomic literature for the purpose of decision making.

**RX 450. Introductory Pharmacy Practice Exp – Institutional. 3 Hours.**
The goal of this rotation is to expose students to the everyday practice of pharmacy in the institutional setting. Students will be introduced to all aspects of professional interactions with patients and coworkers, medication distribution and/or dispensing, and pharmacy management. It is to be understood that students have achieved and can demonstrate competency in the categories mentioned in IPPE-Community and that this institutional rotation is to build on these competencies and advance student's learning to the next level.

**RX 451. Bone and Joint Disorders. 2 Hours.**
This course will provide a more detailed description of normal bone and joint structure, function and metabolism, pathophysiology of major disorders including various forms of osteoporosis, Paget's disease, osteomalacia, rheumatoid and osteoarthritis, osteogenesis imperfect, bone cancer, diagnosis and available treatments for these disorders. Prerequisite(s): RX 311 and RX 312.

**RX 452. The Drug Dev Proc from Inception to Approval & Market. 2 Hours.**
This course will provide a detailed description of drug discovery and development through regulatory approval and marketing in the Pharmaceutical industry. It will cover the impact of generic drugs and of managed healthcare organizations. The course will include real-life examples from the instructors 20 years experience in the industry. Prerequisite(s): RX 321.

**RX 461. Pharmaceutical Analysis. 2 Hours.**
This course will cover an introduction and survey of instrumental methods and detailed study of the analytical techniques with particular reference to pharmaceutical applications. It includes chromatographic analysis of pharmaceutical agents, metabolites, and clinical samples, methods for identification of pharmaceutical agents and metabolites, and spectral techniques used in quantitative analysis of clinical samples. Prerequisite(s): RX 361 and RX 321 and RX 322.

**RX 462. Drug Abuse and Society. 2 Hours.**
This course is designed to provide an overview about drug abuse in our society and the physiological and psychological properties believed to be inherent to abused drugs. We will compare and contrast the incidence, risks and harm associated with major drugs of abuse. Student presentations will be an important component of this course.

**RX 471. Advances in Drug Delivery Systems. 2 Hours.**
This course will cover advanced delivery systems used in the clinical market and research field to improve therapeutic efficacy of agents. Prerequisite(s): RX 321 and RX 322.

**RX 472. Pharmaceutical Marketing and Promotion. 2 Hours.**
The course is designed to provide a comprehensive and thorough overview of marketing and advertising of FDA approved drugs in the US. Emphasis will be placed on the environment of pharmaceutical marketing, marketing research, pharmaceutical advertising, product branding, and pharmaceutical detailing. Prerequisite(s): RX 401.

**RX 481. Contemporary Issues in Women's Health. 2 Hours.**
This course is intended to increase understanding of how being a woman impacts health risks and outcomes from physiological, psychological and societal perspectives.

**RX 482. HIV/AIDS. 2 Hours.**
HIV/AIDS is a modern day pandemic that has killed millions worldwide and has infected even more. This course will investigate various aspects of this scourge, including, how HIV infects and manipulates a cell to produce new virus, how HIV leads to AIDS, available treatments, current research, epidemiology of the disease, its impact on various societies, and its history. Prerequisite(s): RX 342.

**RX 490. Special Topics in Research. 2 Hours.**
This is an elective offering for students to gain experience conducting research by working closely with a School of Pharmacy faculty member. Students will learn the scientific method and be involved in a specific project overseen by the faculty member. This is a lab-type course. Students need to talk with faculty members about their research interests and be approved to sign up for the appropriate section.

**RX 499. Topic/. 1-6 Hour.**
This course of variable content will provide students with the opportunity to explore selected topics in Pharmacy under the guidance of Pharmacy faculty.

**RX 501. Sociopharmacy. 3 Hours.**
This course will provide an understanding of the foundations of social & behavioral pharmacy, including topics in health promotion, disease prevention and pharmacoepidemiology that will allow pharmacists to help patients achieve positive outcomes and maximizing their health-related quality of life.

**RX 521. Drug Action V. 4 Hours.**
This course will introduce the students to the basic knowledge and skills required to practice in the real world. Successful completion of these courses (DA 5 and 6) is prerequisites to advance clinical practice experiences (APPE). The emphasis of these courses will be placed on the medical management of most common disease states that student may encounter during the clinical rotation. The course will augment students' ability to develop evidence- based treatment guidelines and clinical recommendations, pharmacokinetics and therapeutic medication monitoring and management following a similar organ-based sequence as for the pathophysiology and the P2 year of the Drug Action sequence. Of particular focus will be pharmacotherapy for the peripheral and central nervous systems, inflammatory disease states, endocrine disorders, kidney disease and correction of electrolyte and nutrient imbalances.

**RX 522. Drug Action VI. 4 Hours.**
This course will introduce the students to the basic knowledge and skills required to practice in the real world. Successful completion of these courses (DA 5 and 6) is prerequisites to advance clinical practice experiences (APPE). The emphasis of these courses will be placed on the medical management of most common disease states that student may encounter during the clinical rotation. The course will augment students' ability to develop evidence- based treatment guidelines and clinical recommendations, pharmacokinetics and therapeutic medication monitoring and management following a similar organ-based sequence as for the pathophysiology and the P2 year of the Drug Action sequence. Of particular focus will be pharmacotherapy for the peripheral and central nervous systems, inflammatory disease states, endocrine disorders, kidney disease and correction of electrolyte and nutrient imbalances.

**RX 531. Cognitive, Communication, and Case-based Critical Thinking V. 3 Hours.**
Designed to provide students with a survey of competent and efficient delivery of patient centered pharmacy services. Emphasis will be placed on therapeutic solution finding incorporating information management; therapeutic planning, monitoring and outcomes; and professional communication skills.

**RX 532. Cognitive, Communication, and Case-based Critical Thinking V. 3 Hours.**
Continuation of RX 531. Designed to provide students with a survey of competent and efficient delivery of patient centered pharmacy services. Emphasis will be placed on therapeutic solution finding incorporating information management; therapeutic planning, monitoring and outcomes; and professional communication skills.

**RX 541. Vaccinations. 2 Hours.**
This course is designed to prepare students for certification in administration of drugs and immunizations upon graduation and licensure as a pharmacist. Using CDC and ASHP guidelines, the course will focus on immunological, administrative, and clinical considerations for pharmacists administering vaccines. Prerequisite(s): RX 432 and RX 422.

**RX 542. Pharmacy Capstone. 4 Hours.**
This course will develop communication skills by preparation and presentation of a professional seminar. Students will research the clinical literature on a pharmacy related topic of interest and learn techniques for the most effective means of communicating this to a professional audiences.

**RX 550. IPPE Other Non Traditional. 3 Hours.**
The goal of IPPE non-traditional rotation is to offer P3 students the opportunity to explore a more specialized area of pharmacy practice or to spend more time in a community/institutional setting to gain more confidence in that particular area of practice prior to going on advanced rotations. In a specialized setting the rotation should serve as an introduction to the specialty. For example, if a student is interested in Oncology but is uncertain of what the practice setting entails, this rotation will introduce the student to oncology pharmacy practice and how it is similar and/or different from practice in a general practice pharmacy.

**RX 551. Pharmacy Seminar. 2 Hours.**
This course will develop the skills for our student-pharmacists to provide written pharmacotherapy summaries and cogent, straightforward answers to healthcare professionals' question(s), targeting an overall goal of optimizing patient care.

**RX 552. Pharmacy Law. 3 Hours.**
This course is intended to provide an overview of federal and state laws that regulate the practice of pharmacy. This course will cover legal and ethical issues that can occur as pharmacists practice patient-centered care and medication management.

**RX 561. Sports and Exercise Medicine for Pharmacists. 2 Hours.**
Covers the role the pharmacist can have in helping with minor injuries, sports related illnesses, and the education of the adverse affects of "doping".

**RX 562. Clinical Toxicology. 2 Hours.**
This course covers the study of the clinical toxicology of therapeutic agents, some natural products and some venoms. Mechanisms of toxicity, causes, detection and treatment will be discussed where relevant.

**RX 563. Drug Development Process from Inception to Approval and Mark. 2 Hours.**
The goal of this course is to provide a detailed understanding of drug discovery and development through regulatory approval and marketing in the Pharmaceutical industry. It will cover the impact of generic drugs and of managed healthcare organizations.

**RX 572. Clinical Chemistry. 2 Hours.**
The influence of disease states on the results of laboratory diagnostic procedures and the effects of drug therapy on diagnostic procedures.

**RX 582. Critical Care. 2 Hours.**
Designed to emphasize the efficacy, safety, and comparative value of drug therapy in the pharmacotherapeutic management of critically ill patients. Knowledge of physiology, pharmacology, and drug therapy management is applied to disease states and conditions specific to this population. Didactic instruction is augmented by active learning through case studies and discussion of contemporary issues in critical care.

**RX 601. Inpatient - Acute Care. 6 Hours.**
In this course students will participate in a 6 week, 40 hours per week, full-time experience, under the direction of a preceptor, in pharmacy practice to provide effective and appropriate patient-centered pharmaceutical care to patients in an inpatient/acute care setting.

**RX 602. Hospital - Health Systems. 6 Hours.**
In this course, students will gain the knowledge to deliver effective and appropriate patient care to hospital patients. The student will become a member of an interdisciplinary team in order to provide superior patient-centered care.

**RX 603. Ambulatory Care. 6 Hours.**
In this course, students will participate in a 6 week, 40 hours a week, full-time off-campus experience, under the direction of a preceptor, in an ambulatory pharmacy practice to provide effective and appropriate patient-centered pharmaceutical care in the ambulatory setting.

**RX 604. Community Pharmacy. 6 Hours.**
In this course, students will participate in a 6 week, 40 hours a week, full-time off-campus experience, under the direction of a preceptor, in a community pharmacy to provide effective and appropriate patient-centered pharmaceutical care in the community setting.

**RX 605. Rehabilitation Care Medicine. 6 Hours.**
In this course, students will gain the knowledge to deliver effective and appropriate patient care to acute rehabilitation care patients. The student will become a member of an interdisciplinary team in order to provide superior patient-centered care.

**RX 606. Emergency Care. 6 Hours.**
In this course, students will participate in a 6 week, 40 hours a week, full-time off-campus experience, under the direction of a preceptor, in emergency medicine pharmacy practice to provide effective and appropriate patient centered pharmaceutical care in the emergent care setting.

**RX 607. Geriatric Care. 6 Hours.**
In this course students will participate in a 6 week, 40 hours a week, full-time off-campus experience, under the direction of a preceptor, in pharmacy practice to provide effective and appropriate geriatric patient centered pharmaceutical care.

**RX 608. Pain Management. 6 Hours.**
In this course, students will participate in a 6 week, 40 hours a week, full-time off-campus experience, under the direction of a preceptor, in pain management pharmacy practice to provide effective and appropriate patient centered pharmaceutical care in the pain management care setting.

**RX 609. Oncology. 6 Hours.**
In this course, students will gain the knowledge to deliver effective and appropriate patient care to patients with oncology disorders. Specifically, students will obtain practical experience to evaluate, implement, and monitor chemotherapeutic and non-chemotherapeutic drug therapy, to optimize the delivery of pharmaceutical care and improve the therapeutic outcomes in patients. The student will become a member of an interdisciplinary team in order to provide patient-centered care.

**RX 610. Pediatric Care. 6 Hours.**
In this course students will participate in a 6 week, 40 hours a week, full-time off-campus experience, under the direction of a preceptor, in pharmacy practice to provide effective and appropriate pediatric patient centered pharmaceutical care in the pediatric setting.

**RX 611. Infectious Disease. 6 Hours.**
In this course, students will gain the knowledge to deliver effective and appropriate patient care to infectious disease (ID) patients. The student will become a member of an ID team in order to provide patient-centered care.

**RX 612. Psychiatric Care. 6 Hours.**
In this course, students will participate in a 6 week, 40 hours a week, full-time off-campus experience, under the direction of a preceptor, in psychiatric pharmacy practice to provide effective and appropriate psychiatric patient centered pharmaceutical care in the psychiatric setting.

**RX 613. Indian Health Service. 6 Hours.**
In this course, students will participate in a 6 week, 40 hours a week, full-time off-campus experience, under the direction of a preceptor, in an ambulatory pharmacy practice to provide effective and appropriate patient centered pharmaceutical care in the US Public Health Care Indian Health setting.

**RX 614. Pharmacy Academia. 6 Hours.**
In this course, students will be incorporated into the pharmacy faculty within a college of pharmacy. Students will be exposed to didactic lecturing, laboratory facilitation, research (as available), and general management within academia.

**RX 615. Association Administration. 6 Hours.**
In this course, students will become an integral member within a professional pharmacy organization environment. The student will work with preceptors to address membership as well as organizational and business structure and services.

**RX 616. Food and Drug Administration. 6 Hours.**
In this course, students will become an integral member within a professional pharmacy organization environment. The student will work with preceptors to address membership as well as organizational and business structure and services.

**RX 617. Pharmacy Research. 6 Hours.**
In this course, students will participate in original research (discovery, translational, clinical) as directed by their preceptor. The research activities performed by each student will vary by area of scholarship but may include research design & planning, data collection & analysis, and presentation.

**RX 618. Drug Therapy Management. 6 Hours.**
This course offers student pharmacists full time opportunities to apply the knowledge and synthesize the didactic information and skills required for direct patient care in pharmacy practice both in the community and health system environments. This direct patient care course offers students to function as an integral member of a healthcare team and to actively be involved in the care of patients. Students are expected to demonstrate professional communication, maturity and judgment skills with exceptional work habits. The overall goal of this course is for students to understand and obtain practical experience to evaluate, implement, and monitor drug therapy, to optimize the delivery of pharmaceutical care and improve the therapeutic outcomes in patients with a variety of disease states. Successful completion of this experience will provide students the opportunity to develop confidence to provide effective and appropriate patient centered pharmaceutical care in the pharmacy practice environment.

**RX 619. Administration. 6 Hours.**
In this course, students will become an integral member within a professional pharmacy organization corporate environment. The student will work with the preceptor to address administrative management as well as organizational and business structure and services.

**RX 620. Nuclear Pharmacy. 6 Hours.**
In this course, students will participate in a 6 week, 40 hours a week, full-time off-campus experience, under the direction of a preceptor, in a centralized nuclear pharmacy to providing effective and appropriate radiopharmaceutical compounding and dispensing. In addition to learning the concepts and sciences of nuclear pharmacy and associated regulations and guidelines for the practice, students will participate in preparation, storing and dispensing of radiopharmaceuticals for use in nuclear medicine departments, as well as receive and ship radioactive packages.

**RX 621. Cardiology Care. 6 Hours.**
In this course students will participate in a 6 week, 40 hours per week, full-time experience, under the direction of a preceptor, in pharmacy practice to provide effective and appropriate patient centered pharmaceutical care to cardiology patients in acute care settings.

**RX 622. ICU Critical Care. 6 Hours.**
In this course students will participate in a 6 week, 40 hours per week, full-time experience, under the direction of a preceptor in pharmacy practice to provide effective and appropriate patient centered pharmaceutical care to critically ill patients in intensive care unit settings.

**RX 623. OTC Self-Care Community Pharmacy. 6 Hours.**
In this course, students will participate in a 6 week, 40 hours a week, full-time off-campus experience, under the direction of a preceptor, in a community pharmacy to provide effective and appropriate patient-centered pharmaceutical care in the community setting.

**RX 624. AACP Professional Pharmacy Organization. 6 Hours.**
In this course, students will become an integral member within a professional pharmacy organization environment. The student will work with preceptors to address membership as well as organizational and business structure and services.

**RX 625. Collaborative Transitional Ambulatory Care. 6 Hours.**
This direct patient care course allows students to function as an integral member of the community outreach healthcare team and to be actively involved in the care of patients. Students are expected to demonstrate advanced critical thinking, professional communication, maturity, and judgment skills with exceptional work habits. The overall goal of this course is for students understand and obtain practical experience to evaluate, implement, and monitor drug therapy, to optimize the delivery of pharmaceutical care and improve the therapeutic outcomes in patients with a variety of disease states.

**RX 626. Drug Information and Medical Writing. 6 Hours.**
In this course, students will participate in a 6-week, full-time (40 hours/week) experience, under the direction of a Pharmacy Practice preceptor, to learn essential drug information (DI) and medical writing skills that will enhance the students' impact in a variety of pharmacy practice settings. The DI component will focus on core DI skills including gathering appropriate background information, conducting systematic literature searches, integrating scientific/medical evidence and preparing and communicating DI responses. The medical writing component will focus on project management, document organization, table development, proper citation, and preparation of written documents of various types.

**RX 699. Topic/. 1 Hour.**
This course of variable content will provide students with the opportunity to explore selected topics in Pharmacy under the guidance of Pharmacy faculty.

# SC (SC)

## Courses

**SC 101. Introduction to Nutrition. 3 Hours.**
This course serves as an introduction to nutritional concepts and to the interconnections of health, nutrition, weight, and physical activity. This course is particularly appropriate for students with no science background.

**SC 104. Organismal Biology. 3 Hours.**
Organismal Biology is an introductory biology course with an integrated lab, intended primarily for non-science majors. This course enables the student to become aware of their role in the complex biological system in which they live. Students will learn about plant biology, animal biology and microbiology in the context of how these organisms have shaped our current state of biodiversity. Since all organisms grow, develop and subsist within an environment, topics will include how organisms survive in, and interact with other organisms within their ecological community.

**SC 105. Headline Science. 3 Hours.**
This course explores various contemporary issues in science using an integrative and societal approach. Students will study the topics from a biological, chemical, physical, and environmental perspective, and relate the significance of the scientific matter to their major field of study. This course is intended for non-science majors.

**SC 120. Functional Anatomy and Physiology. 3 Hours.**
Functional Anatomy and Physiology is a one semester, 3 credit lecture with a separate laboratory course designed to give the non-science major knowledge of the human body and its relationship with the environment. Topics covered include: the chemical basis of life, the anatomy & physiology of all organ systems, growth, development, heredity and biotechnology issues.

**SC 121. Anatomy and Physiology I. 3 Hours.**
This course provides an in-depth understanding of the structures and functions of the human body and its parts. The course begins with the organization of the human body and descriptive terminology relating to various segments of the body. Cellular anatomy and physiology and study of tissues lead to the study of the organ systems. Topics included in the course are skin, the skeletal system, joints, the nervous system, and muscle.

**SC 122. Anatomy and Physiology II. 3 Hours.**
This course is a continuation of Anatomy and Physiology I. The course will provide a thorough understanding of structure-function relationships down to the molecular level. The semester will cover the special senses, blood, the cardiovascular system, lymphatics, the respiratory system, the digestive system, the urinary system, the endocrine system, and reproduction. Prerequisite(s): SC 121.

**SC 131. Human Genetics. 3 Hours.**
This course is designed for nonscience majors to support the natural interest of most people in those human physical, behavioral, and social characteristics that have a hereditary basis. Lectures, discussions and the solving of simple genetic and statistical problems are used to form a basis for the consideration of current social issues with genetic implications.

**SC 134. Introduction to Geology. 3 Hours.**
The course, specifically designed for the Environmental Science majors, introduces fundamentals of geology in the environmental context. The issues of local and global environmental changes are placed into a broader perspective of the functioning of the Earth system. Students are introduced into the science of Earth' materials: rocks, minerals, soils, and waters and the processes forming them. The internal processes (plate tectonics, earthquakes, volcanoes) and surface processes (streams, flooding, coastal zones, mass movements, glaciers, winds, desertification) are presented from the point of view of their influence on the geologic hazards, and on the distribution of natural resources. The interrelation of geology and human activities is examined in such contexts as waste disposal, air pollution, water contamination, climate change, land degradation, and resource and energy consumption. The format of this course includes one local field trip, lab activities on rocks and minerals identification, and introduction to topographic and geologic maps.

**SC 135. Introduction to Meteorology. 3 Hours.**
This course provides the student with a basic understanding of weather phenomenon and how weather is predicted. Students will master the terminology of weather prediction; explore the water cycle, and how the sun affects weather. The course will also treat atmospheric circulation, cloud formation and identification and students will learn how to make weather assumptions based on observations of temperature, pressure, humidity, wind direction, and sky cover. Students will also learn how weather data is collected and how forecasters make predictions based on previous and current weather observations.

**SC 141. Environmental Science. 3 Hours.**
This course is a survey of the important topics in environmental science. Concepts of energy flow and nutrient cycling are explored in the context of human impacts upon these processes. Sources of pollution and their total effect on ecosystem and biosphere function are also explored. Management of material wastes and energy efficiency is an integral theme of the class. This class satisfies the laboratory science requirement with a series on in-class lab experiences and field trips.

**SC 142. Conservation and Resource Management. 3 Hours.**
This course emphasizes the basic principles of conservation that are applied to utilization and management of natural resources such as soil, water, range lands, forests, wildlife, minerals, and human populations. The study of the interrelationships between living organisms and their environment is known as ecology. This course applies ecological concepts to conservation problems and policies. Prerequisite(s): SC 141.

**SC 145. Environmental Science Field Experience I. 1 Hour.**
This course provides students with Environmental Science job experiences on and off campus. These experiences range in length from days to months, but are less rigorous and in-depth than traditional internships. The experience will be composed of time spent with a professional from an Environmental Science profession while working in their area of expertise. Areas of concentration include, but are not limited to: agriculture, compliance, energy systems, environmental monitoring, land use, natural resources management, policy, research, and sustainability. The student should have three experiences in different areas of concentration in order to expose them to a variety of employment experiences in their first two to three years of the Environmental Science program, and assisting the student in determining the focus of the coursework for the last year of their program. Each field experience must be coordinated through, and approved by, the director(s) of the Environmental Science program.

**SC 146. Environmental Science Field Experience II. 1 Hour.**
This course provides students with Environmental Science job experiences on and off campus. These experiences range in length from days to months, but are less rigorous and in-depth than traditional internships. The experience will be composed of time spent with a professional from an Environmental Science profession while working in their area of expertise. Areas of concentration include, but are not limited to: agriculture, compliance, energy systems, environmental monitoring, land use, natural resources management, policy, research, and sustainability. The student should have three experiences in different areas of concentration in order to expose them to a variety of employment experiences in their first two to three years of the Environmental Science program, and assisting the student in determining the focus of the coursework for the last year of their program. Each field experience must be coordinated through, and approved by, the director(s) of the Environmental Science program.

**SC 147. Environmental Science Field Experience III. 1 Hour.**
This course provides students with Environmental Science job experiences on and off campus. These experiences range in length from days to months, but are less rigorous and in-depth than traditional internships. The experience will be composed of time spent with a professional from an Environmental Science profession while working in their area of expertise. Areas of concentration include, but are not limited to: agriculture, compliance, energy systems, environmental monitoring, land use, natural resources management, policy, research, and sustainability. The student should have three experiences in different areas of concentration in order to expose them to a variety of employment experiences in their first two to three years of the Environmental Science program, and assisting the student in determining the focus of the coursework for the last year of their program. Each field experience must be coordinated through, and approved by, the director(s) of the Environmental Science program.

**SC 150. Astronomy of the Solar System. 3 Hours.**
This is an introductory astronomy course with a virtual observing component that is intended to give the students some basic knowledge about the world in which we live. The primary objective of this class is to help the students understand the solar system. The course will present an overview of the night sky, the constellations, light -telescope and the nature of stars and the galaxies but the emphasis will be on understanding our solar system. The Sun, Earth, Moon, planets and their satellites, asteroids and comets will be studied in some detail. No mathematics or physics background is assumed in this course.

**SC 151. Conceptual Physics. 3 Hours.**
Conceptual Physics is an introductory physics course with an integrated lab, intended primarily for non-science majors. In this course we will study motion, mechanics, gravity, heat, electricity, magnetism, optics, atomic, nuclear and molecular physics, and relativity. We will also learn about the process by which physicists attempt to understand the intriguing laws of nature. The course will be taught using a combination of lectures, classroom demonstrations and laboratory experiments. Understanding of the fundamental concepts rather than number crunching is emphasized in this course and the equations will serve to refine the concepts and facilitate student's thinking process. Ultimately, it is hoped that by taking this course the student will develop a better appreciation for the natural world.

**SC 180. Principles of Gen Chemistry. 3 Hours.**
This course explores fundamental quantitative and qualitative principles of inorganic, organic and biological chemistry and provides a basic understanding of theoretical and applied aspects of general chemistry. Topics in inorganic chemistry include measurement, atomic theory and chemical bonding, chemical reactions and mass relationships, kinetic theory and gas laws, acids, bases, pH and buffers. Organic chemistry will provide an overview of the nomenclature, properties and reactivity of major groups of organic compounds, while biochemistry will focus on the chemistry of carbohydrates, lipids, proteins, and enzymes. An overview of biochemical energetics, nucleic acids and protein synthesis is also included.

**SC 181. Chemistry I. 3 Hours.**
This introduction to chemistry provides a basic understanding of theoretical and practical aspects of inorganic chemistry. The course includes the metric system, chemical elements and symbols, the structure of the atom, chemical bonds, molecules and compounds, and chemical reactions.

**SC 182. Chemistry II. 3 Hours.**
This course is a continuation of Chemistry I. It focuses on organic chemistry and biochemistry and provides a background for understanding the chemical mechanisms of health and disease. Organic chemistry will emphasize the study of carbon, its special properties, and its compounds. Biochemistry will focus on the chemicals of living organisms, carbohydrates, lipids, proteins, and nucleic acids. Selected physiological topics such as energy metabolism, the genetic code, and protein synthesis are included. Prerequisite(s): SC 181.

**SC 191. General Biology I. 4 Hours.**
General Biology I focuses on biological principles that are fundamental to all of biology. This course covers the diversity of life and the commonalities of all living things including: molecular structure, cell structure and function, metabolism, cell division, heredity, and genetics. This course will also review the scientific process and the evaluation of scientific information. This course will prepare students for future courses in anatomy and physiology, cell biology, microbiology, biochemistry, genomic biology, and other biological specialties. This course is limited to students in programs requiring this course or are intending to take further biology courses.

**SC 192. General Biology II. 4 Hours.**
General Biology II is the continuation of a two-semester series in general biology for science majors. This course is designed to provide a thorough introduction to biology and prepare students for further study of evolution and ecology in SC 240. The goal of the course is to emphasize the diversity of species and for students to understand their relationship to, and their place in, the natural world. General Biology II is an introduction to the systematics, anatomy and physiology of the plant and animal kingdoms. This course will examine the structure and function of plant and animal organ systems in the framework of the evolution of adaptations. The course also concludes with an introduction to ecological systems.

**SC 202. Science Immersion. 3 Hours.**
This course emphasizes conservation by providing students an experiential setting that illuminates various aspects of the precarious balance between people's effect on the environment and the natural order of things. Educational goals focus on the conservation and restoration of our natural heritage so that biodiversity is not depleted.

**SC 210. Marine Biology. 4 Hours.**
Oceans cover more than 70% of the earth's surface and support all life on the planet. This course follows an ecological approach to consider the adaptations and interactions of plants and animals with their marine habitats, with particular emphasis on the ecosystems and organisms in the Gulf of Maine. Communities discussed include the open ocean, the deep-sea, subtidal and intertidal zones, and estuaries, as well as habitats found exclusively in tropical and polar regions. Prerequisite(s): (SC 102 and SC 103) or SC 104.

**SC 221. Anatomy and Physiology I. 3 Hours.**
This course provides an in-depth understanding of the structures and functions of the human body and its parts. The course begins with the organization of the human body and descriptive terminology relating to various segments of the body. Cellular anatomy and physiology and study of tissues lead to the study of the organ systems. Topics included in the course are skin, the skeletal system, joints, the nervous system, and muscle.

**SC 222. Anatomy and Physiology II. 3 Hours.**
This course is a continuation of Anatomy and Physiology I. The course will provide a thorough understanding of structure-function relationships down to the molecular level. The semester will cover the special senses, blood, the cardiovascular system, lymphatics, the respiratory system, the digestive system, the urinary system, the endocrine system, and reproduction. Prerequisite(s): SC 221.

**SC 233. Pathophysiology. 3 Hours.**
Pathophysiology is the study of abnormal, diseased physiological processes. The course begins with an examination of altered cell functioning, injury and death. The course continues with pathophysiology of the body systems and inability of diseased systems to maintain homeostasis. Also included are topics in inflammation, immunity, neoplasia, and adaptations of the body to stress. Although aging is not considered a disease, some aspects of aging will be discussed. Prerequisite(s): SC 221 and SC 222.

**SC 234. Nutrition. 3 Hours.**
This course examines the basic nutritional principles (biological, chemical and regulatory mechanisms); the changing nutritional requirements throughout the life cycle; the relationship between nutrition and disease; the principles of therapeutic nutrition (diet therapy) and the assessment of nutritional status. Prerequisite(s): SC 180 or SC 181.

**SC 240. Ecology. 3 Hours.**
This course explores the interaction of biotic and abiotic components in functioning ecosystems. It will examine topics in population distribution and dynamics, major terrestrial and aquatic habitats, community interactions such as competition and predation, nutrient cycling, energy flow, and ecosystem succession. The concurrently run lab will train students in identifying local flora and fauna, as well as collection and analysis of field data. Prerequisite(s): SC 191 and SC 192.

**SC 241. Microbiology. 4 Hours.**
This course provides a broad understanding of both beneficial and harmful microorganisms and their roles in human welfare. Emphasis is placed on the structure, physiology, and control of human pathogens, particularly bacteria and viruses. The lab provides experience in important techniques of culturing, identifying, and controlling microorganisms. Prerequisite(s): SC 102 or SC 104 or SC 221.

**SC 242. Biotechnology. 3 Hours.**
The current explosion in wonder drugs, diagnostic tests and medical treatments has resulted, primarily, from advances in biotechnology. This course will explore the origins and current status of biotechnology and how it is applied in the world or research, product development, medical diagnosis, disease treatment and law enforcement. This course will primarily focus on those areas of biotechnology that pertain to molecular biology and biochemistry. The laboratory portion of this course will expose students to many of the techniques used in molecular biology/biotechnology laboratories around the world. Prerequisite(s): SC 102 and SC 103.

**SC 243. The Business of Innovation. 3 Hours.**
This is a cross-disciplinary class that will introduce students to the Lean Startup Scientific Method for developing and commercializing ideas for new ventures or else innovating and developing new products or business models within existing companies. Topics include marketplace innovations, technology and science based innovations, marketplace hypothesis development and testing, frugal and agile engineering, business models, intellectual property, prototyping, exit strategies, and fundraising. Lab component is integrated within module deliverables.

**SC 251. Astronomy. 3 Hours.**
This is an introductory course that will describe, develop and create physical models for many of the observable astronomical events in the sky. The topics may include motion in the night sky, the solar system, light, stars, star groups, the origin of the universe, life in the universe, and UFO's.

**SC 261. Integrated Physical Science I. 3 Hours.**
Integrated Physical Science I is the first course in the two semester sequence of Physical Science. The sequence is intended for, but not limited to, students planning career in elementary education. Using physical environment as a theme, principles of chemistry, physics, geology, atmospheric science, and space science are introduced, and reinforced through inquiry-based lab activities and field trips. This first course of the sequence, covers fundamental concepts of chemistry and physics, which include: motion, waves and particles, energy, structure and properties of inorganic and organic matter and their mixtures, interactions of energy and matter, order and equilibrium of physical systems. Prerequisite(s): EH 123 and (MS 111 or MS 141).

**SC 262. Integrated Physical Science II. 3 Hours.**
Integrated Physical Science II is the second course in the two semester sequence of Physical Science. The sequence is intended for, but not limited to, students planning careers in elementary education. Using environment as a theme, principles of physical sciences are introduced and reinforced through inquiry-based lab activities and field trips. The course covers fundamental concepts of geology, atmospheric science, and space science. Prerequisite(s): SC 261.

**SC 271. Physics I. 4 Hours.**
Physics I is the first course in a two semester general physics sequence. The goal of this course is to introduce the student to the concepts of force and motion, work and energy, fluids and gases, heat and thermodynamics, and periodic motion. The class meets for three hours each week in lecture and recitation, and two hours each week in the lab. This course assumes no prior background in physics. Prerequisite(s): MS 242 or MS 141 or MS 180 or MS 181 or MS 331.

**SC 272. Physics II. 4 Hours.**
This course continues the development of the basic physical concepts begun in SC 271. Topics include electricity and magnetism, optics, atomic theory, relativity. Quantum mechanics, nuclear physics, and elementary particles. The class meets for three hours each week in lecture and recitation, and two hours each week in the lab. Prerequisite(s): SC 271.

**SC 283. Soil, Air, and Water Chemistry. 3 Hours.**
An understanding of the fundamental chemistry implicit in the environment is important, but students must also be familiar with aspects of mineralogy, oceanography, soil science, sedimentology and microbiology. The course emphasizes natural geochemical processes and how they operate over a variety of scales. Topics range from global issues such as atmospheric pollution and its effect on global warming and ozone destruction to the link between microbiological populations and local and global scale nutrient and chemical cycling. The course is designed to introduce the student to that major systems and cycles in the environment and how materials and energy are cycled in these systems. Prerequisite(s): SC 181 and SC 182 and SL 181 and SL 182.

**SC 285. University Physics I. 4 Hours.**
University Physics I is the first course in a two semester, calculus based university physics sequence. The goal of this course is to introduce students to the concepts of force and motion, work and energy, simple harmonic motion, and waves. The class meets for three hours each week in lecture, two hours each week in recitation, and two hours each week in the lab. This course assumes no prior background in physics. Prerequisite(s): MS 181.

**SC 286. University Physics II. 4 Hours.**
This course continues the development of the basic physical concepts begun in SC285. Topics include electricity, magnetism, and optics. The class meets for three hours each week in lecture, two hours each week in recitation, and two hours each week in the lab. Prerequisite(s): MS 181 and (SC 285 or SC 271).

**SC 291. Cell Biology. 3 Hours.**
This course is a detailed exploration of cell structure and function with an emphasis on the cytoplasm and extracellular matrix. Topics in membrane structure, transmembrane transport, vesicle trafficking, cytoskeletal organization, and macromolecular assembly processes are considered. Cell to cell communications and the role of the extracellular matrix in tissue level processes are also explored. Superficial examination is given to the structure and organization of the nucleus, chromosomes and gene expression to prepare students for the companion course entitled Genomic Biology. Prerequisite(s): SC 102.

**SC 292. Epidemiology. 3 Hours.**
Basic concepts of epidemiology and methods for identification of factors influencing health and disease in human populations. Considerations are centered on physical, biological, psychosocial and cultural factors in relation to infectious and noninfectious diseases; interactions between agent, host, and environmental factors as determinants of health and disease; application of the epidemiologic approach to health services; and retrospective and prospective analysis of morbidity data. Instruction is by lecture, laboratory exercises and seminars.

**SC 299. Topic/. 1-6 Hour.**
This course is intended to provide the opportunity to offer introductory courses in science that would not normally be a part of the Husson curriculum. As such the topics will depend upon the interests of students and faculty.

**SC 312. Adult,Infant, and Child CPR First Aid. 3 Hours.**
This is a standard American Heart and American Red Cross course in adult, infant and child emergency care of injuries and CPR. Standard certificate awarded on successful completion of course.

**SC 330. Exercise Physiology. 3 Hours.**
This course examines changes within the human body due to the effects of acute and chronic exercise. The student is challenged to expand both their knowledge of and appreciation of human physiological reaction, regulation, and adaptation to exercise. Prerequisite(s): SC 111 or SC 120 or SC 222.

**SC 332. Physiological Ecology of Animals and Plants. 3 Hours.**
This course explores the structural and functional relationships within plants and animals that make them adapted to their environment. This course uses numerous examples to illustrate how plants and animals survive given the constraints of their environment. Examples will be taken from temperate, arctic, alpine, tropical, desert, and aquatic ecosystems. Prerequisite(s): SC 102 and SC 103.

**SC 334. Genomic Biology. 3 Hours.**
This class will explore the structure of the nucleus, patterns of inheritance (traditional genetics), the molecular mechanisms of biological information management (molecular biology), and the technologies that are used to obtain and use the information contained within genomes (genomic science). The course will trace classical genetics, chromosome maps, the structure of DNA, gene expression and regulation, and the tools of molecular biology and genomic analysis. Prerequisite(s): SC 102 and (SC 180 or SC 181).

**SC 351. Oceanography. 3 Hours.**
This course examines the physical and biological characteristics of the marine environment. Topics include the origin of earth and its oceans, life in the oceans, the history of oceanography, plate tectonics, the nature of water, ocean circulation, waves, tides, shorelines, and coastal regions. A large portion of the course examines the interrelationships between organisms and the marine environment, mariculture marine pollution, and pollution control.

**SC 352. Biochemistry. 3 Hours.**
In this offering, the student will be exposed to reductionism in the field of biology. Biochemistry overlaps and articulates with many fields of endeavor. The discipline embraces physiology, pharmacology, enzymatics, nutrition, immunology, structural biology, biotechnology, and molecular biology all at the same time. The course curriculum will focus upon the role of enzymes in guiding metabolic processes and pathways. The student will come to understand the details of biological functioning at these three levels of organization: Metabolism, metabolic pathways, enzymatic mechanisms and kinetics. Prerequisite(s): SC 102 and SC 182.

**SC 360. Biomechanics & Kinesiology in Human Performance. 3 Hours.**
This course examines the application of anatomical and physiological principles of kinesiology and physical movement. Topics include the scientific study of human movement, analysis of motor skills, and programs of exercise and evaluation of human performance. Prerequisite(s): SC 222 or SC 120.

**SC 362. Dynamics of the Earth. 3 Hours.**
This course presents the basic concepts of earth science that include a broad and nonquantitative survey at the introductory level of topics in geology, oceanography, meteorology and astronomy. In geology, the topics emphasized are plate tectonics, volcanic activity, mountain building, minerals and rocks, earthquakes, geologic time and earth history. In meteorology, the specific areas include weather elements, weather patterns and storms. The astronomy unit reviews constellations, the moon, the solar system and beyond. Laboratory activities are included to demonstrate concepts. Within each unit human use and manipulation of physical resources is examined from both a scientific and economic perspective.

**SC 367. Mathematics and Physics of Sustainable Energy. 3 Hours.**
In this course you will examine the basic physical principles behind the generation and consumption of electrical energy. Mathematical skills necessary to quantitatively compare different sustainable energy technologies and associated issues are developed. This course assumes no prior background in physics. Prerequisite(s): MS 141 or MS 180 or MS 181 or MS 182.

**SC 371. Horticulture. 3 Hours.**
This course presents the fundamentals of horticulture including topics such as environmental factors affecting plants, methods of growing plants, pruning, grafting, harvesting and storing, pests and horticulture plants and their control, horticulture for home grounds, and the vegetable garden. Laboratory activities enable students to practice experimental design and planting techniques used in horticulture.

**SC 373. Inorganic Chemistry. 3 Hours.**
This course is designed to introduce the basic principles and concepts of inorganic chemistry. The course is intended for students who wish to pursue careers in chemistry, biochemistry, pharmacology, or the life sciences. Topics to be covered include: atomic and molecular structure, experimental techniques, bonding in polyatomics, acid/base chemistry, oxidation/reduction, descriptive chemistry of hydrogen and the s, p, d, and f block elements. Prerequisite(s): SC 181 and SC 182 and MS 181.

**SC 381. Organic Chemistry I. 3 Hours.**
This course comprises the first semester of a one-year introduction to the chemistry of carbon-containing compounds. It provides fundamentals of modern organic chemistry with an emphasis on chemical bonding, stereochemistry, and reaction mechanisms. Chemistry, as one of the exact sciences, requires quantification. Therefore, development of the critical thinking and problem solving strategies, as well as the experimental know-how and laboratory skills are major objectives of the course. Introduction to microscale lab techniques, modern analytical instrumentation, as well as computation technology additionally supports objectives of the course. Prerequisite(s): SC 182.

**SC 382. Organic Chemistry II. 3 Hours.**
This course comprises the second semester of a one-year introduction to the chemistry of carbon-containing compounds. It provides fundamentals of modern organic chemistry with an emphasis on stereochemistry, modern instrumental methods in identification of organic compounds, energetics, reaction mechanisms, and selected applications in biochemistry. Critical analysis of structure-properties` relationships in organic chemistry, and their applications, as well as more advanced know-how (FT-NMR or FT-IR, and UV/Vis spectroscopies) and laboratory skills (applications of semi-empirical molecular computations, and multistep synthetic procedures) are major objectives of this course. Prerequisite(s): SC 381.

**SC 383. Junior Science Research Seminar. 3 Hours.**
This course introduces students to careers in science, the scientific research process, and research expectations within the biology, health science, chemistry and environmental science majors. The major focus is to develop a senior research proposal on the basis of what is attainable, interesting, and meaningful. Students learn, in detail, both the limits and expectations of undergraduate research in the sciences. Students are introduced to the important role of library resources and the professional literature as they investigate their chosen topic. Students will be expected to write a resume and career goals statement, give an oral presentation on a chosen career field in science, lead a class discussion of a scientific article, and submit a written research proposal that includes a scientific literature review, problem statement or hypothesis, a timeline for completion, and detailed budget for their proposed senior thesis research. Students will also give an oral presentation on their proposed research and evaluate other student's research proposals. Prerequisite(s): MS 223.

**SC 393. Physical Chemistry. 3 Hours.**
This course provides an introduction to the methods describing complex physiochemical systems and their responses to external chemical and/or physical stresses. Classical and modern theories of equilibrium and non-equilibrium thermodynamics, kinetic theory of transport phenomena, as well as quantum and statistical mechanics are introduced and applied to molecular systems and spectroscopy. Biological and biochemical problems are shown how to be formulated and solved by using principles of physical chemistry. Prerequisite(s): MS 132 and MS 181 and SC 182 and SC 272.

**SC 394. Analytical Chemistry. 3 Hours.**
This course is an introduction to the fundamentals of analytical chemistry. It covers sample treatment, statistical analysis of data, measurement errors, and applications of chemical equilibrium, kinetics, transport, light scattering, emission, and absorption to chemical analysis. The following analytical methods are studied: Volumetric, gravimetric, electrochemical, chromatography, and spectroscopy. The course includes lab. Prerequisite(s): MS 132 and (MS 242 or MS 141 or MS 180 or MS 181 or MS 182) and SC 182.

**SC 399. Topic/. 1-6 Hour.**
This course is intended to provide the opportunity to offer advanced courses in science that would not normally be a part of the Husson curriculum. As such the topics will depend upon the interests of students and faculty.

**SC 410. Motor Learning in Human Performance. 3 Hours.**
This course explores the application of learning and performance of motor skills. Topics include the scientific study of motor skills and abilities, motor control, attention and memory, motor skill learning, instruction and augmented feedback, and practice conditions. Prerequisite(s): SC 222 or SC 120.

**SC 481. Biological Research & Laboratory Safety I. 3 Hours.**
This course serves as the capstone course in the Biology major. Under supervision of the instructor, students are expected to conduct self-directed, individual laboratory or field research in biology. During this course, students will collect and analyze data, and share the results of experiments with classmates in a seminar setting. At the end of the semester, students present the final results of their research in the form of a final oral presentation and written thesis. Prerequisite(s): SC 383.

**SC 482. Biological Research & Laboratory Safety II. 3 Hours.**
The course serves as the continuation of the capstone course in the Biology major and is necessarily preceded by SC 481. Students who wish to continue with their laboratory or field research may elect to take this course. The emphasis during this semester will be on increasing sample size or elaborating on the research that was started in SC 481. Students will be required to share their final results with the Husson University community and at a regional or national scientific meeting. Students will be encouraged to publish their work in the peer-reviewed literature. Prerequisite(s): SC 481.

**SC 490. Environmental Science Research Seminar I. 3 Hours.**
Environmental Science is a dynamic, responsive, and applied discipline. In this experiential course, students explore potential careers and research areas in Environmental Science. With individual guidance from course instructors as well as collaborative study, students will develop working résumés, apply for internship positions, and synthesize the primary scientific literature in their field of interest to develop a feasible scientific research proposal. An internship in environmental science with a local, state, or federal agency or a private organization is a required component of this course; students share their internship experience with classmates and the Husson community.

**SC 491. Environmental Science Research Seminar II. 3 Hours.**
This course serves as the capstone course in the Environmental Science Program. With guidance from course instructors, students conduct individual, self-directed research in their field of interest within the discipline of Environmental Science. During this course, students collect, analyze, and interpret data to complete a final written thesis. Students disseminate the results of their research with classmates and the Husson community in the form of a written and oral presentation. Exceptional students are encouraged to present their research at a local, state or national conference. Prerequisite(s): SC 490.

**SC 492. Senior Chemistry Research Seminar. 3 Hours.**
This capstone course provides an introduction to research in chemical sciences. In the seminar setting students critically review primary literature sources and design, with help of the instructor, a serious and original research proposal in theoretical or experimental chemistry. Students discuss their ideas and applied methodology with classmates during regular weekly meetings. The approved by instructor research hypotheses are subsequently validated by experiments, field studies, or theoretical calculations. Students report and share the research findings with classmates in the seminar format. The authors of projects of very high quality will be encouraged to present their work at regional chemical conferences. Prerequisite(s): SC 393 and SC 394.

**SC 499. Topic/. 1-6 Hour.**
This course is intended to provide the opportunity to offer advanced courses in science that would not normally be a part of the Husson curriculum. As such the topics will depend upon the interests of students and faculty.

# SL (SL)

## Courses

**SL 120. Functional Anatomy and Physiology Lab. 1 Hour.**
Functional Anatomy and Physiology Lab is a 1 credit lab that students take at the same time as taking the lecture part of the course, SC 120. It is laboratory designed to give the non-science major knowledge of the human body and its relationship with the environment. Topics covered parallel the lecture topics in SC 120 and include: the chemical basis of life, the anatomy & physiology of all organ systems, growth, development, heredity and biotechnology issues.

**SL 121. Anat/Physiology Lab I. 1 Hour.**
This is a laboratory class.

**SL 122. Anatomy/Physiology Lab II. 1 Hour.**
This is a laboratory class.

**SL 180. Prin of Gen Chemistry Lab I. 1 Hour.**
This is a laboratory class.

**SL 181. Chemistry Lab I. 1 Hour.**
This is a laboratory class.

**SL 182. Chemistry Lab II. 1 Hour.**
This is a laboratory class.

**SL 191. General Biology Lab I. 0 Hours.**
This laboratory course is to be taken concurrently with SC 191. This course is designed to reinforce the fundamental biology concepts discussed in lecture and introduce students to laboratory procedures and the basics of the scientific method.

**SL 192. General Biology Lab II. 0 Hours.**
This laboratory course is to be taken concurrently with SC 192. This course is designed to provide hands-on experience with plant and animal diversity, comparative anatomy and physiology, as well as the collection and analysis of lab and field data.

**SL 210. Marine Biology Laboratory. 0 Hours.**
Marine Biology Laboratory must be taken concurrently with Marine Biology. Laboratory activities focus on the organisms and ecosystems in the Gulf of Maine and include field trips to local marine habitats as well as laboratory investigations of local flora and fauna. Prerequisite(s): (SC 102 and SC 103) or SC 104.

**SL 221. Anat/Physiology Lab I. 1 Hour.**
This is a laboratory class.

**SL 222. Anatomy/Physiology Lab II. 1 Hour.**
This is a laboratory course. Prerequisite(s): SL 221.

**SL 240. Ecology Lab. 1 Hour.**
This lab focuses on ecological research principles and is designed to complement and reinforce the topics discussed in SC 240. The labs will include reading primary literature, case-studies, identification of local flora and fauna, and field and laboratory data collection and analysis.

**SL 241. Microbiology Lab. 0 Hours.**
This is a laboratory class.

**SL 242. Biotechnology Lab. 1 Hour.**
This is a laboratory class.

**SL 271. Physics Lab I. 0 Hours.**
This is a laboratory class.

**SL 272. Physics Lab II. 0 Hours.**
This is a laboratory class.

**SL 285. University Physics I (Laboratory). 0 Hours.**
University Physics I is the first course in a two semester, calculus based university physics sequence. The goal of this course is to introduce students to the concepts of force and motion, work and energy, simple harmonic motion, and waves. The class meets for three hours each week in lecture, two hours each week in recitation, and two hours each week in the lab. This course assumes no prior background in physics. Prerequisite(s): MS 181.

**SL 286. University Physics II Lab. 0 Hours.**
This course continues the development of the basic physical concepts begun in SC285. Topics include electricity, magnetism, and optics. The class meets for three hours each week in lecture, two hours each week in recitation, and two hours each week in the lab. Prerequisite(s): MS 181 and (SC 285 or SC 271).

**SL 299. Topic/. 0-3 Hours.**
This course is intended to provide the opportunity to offer introductory courses in laboratory science that would not normally be a part of the Husson curriculum. As such the topics will depend upon the interests of students and faculty.

**SL 381. Organic Chemistry I Lab. 1 Hour.**
This is a laboratory class. Prerequisite(s): SL 182.

**SL 382. Organic Chemistry II Lab. 1 Hour.**
This is a laboratory class. Prerequisite(s): SL 381.

**SL 393. Physical Chemistry Lab. 2 Hours.**
This course is a hands-on laboratory component of the SC 393, covering topics in kinetics, thermodynamics, transport, and spectroscopy. The laboratory exercises apply physical methods to studies of complex physicochemical phenomena. Computer simulations of molecular properties complement the measurements. Three hours of laboratory per week. Prerequisite(s): SL 182 and SL 272.

**SL 394. Analytical Chemistry Lab. 2 Hours.**
This course is a hands-on introduction to the fundamental techniques of analytical chemistry. It covers sample treatment and volumetric, gravimetric, electrochemical, chromatographic, and spectroscopic analytical methods. Three hours of laboratory per week are designed to supplement and reinforce the knowledge gained in the SC 394. Prerequisite(s): SL 182.

**SL 499. Topic/. 0-3 Hours.**
This course is intended to provide the opportunity to offer advanced courses in laboratory science that would not normally be a part of the Husson curriculum. As such the topics will depend upon the interests of students and faculty.

# SM (SM)

## Courses

**SM 101. Intro to Sports Management. 3 Hours.**
Historical and philosophical aspects of sports management are covered together with an overview of current issues, and career opportunities in sports management. Students will formulate personal and career goals. Prerequisite(s): Major=BS Bus Ad - Sport Mgmt or Major=BS Sport Management.

**SM 201. Introduction to Sport Law. 3 Hours.**
This course provides students with a basic knowledge of the principles of law that regulate both the amateur and professional sports industries. In addition, students will become familiar with legal principles relating to contracts and property. The course materials will be taken primarily from sport and will concentrate on the many legal issues that regulate this unique industry. Special emphasis will be placed on the risks of litigation.

**SM 202. Sports Fac. Mgmt., Planning Construction & Utilization. 3 Hours.**
This is a resource guide to managing sports facilities for sports managers, athletic directors, sports club managers, and sports consultants. The course will include methodologies for planning and construction of new sports facilities as well as guidelines for evaluating the adequacy of existing sports facilities. Prerequisite(s): SM 101.

**SM 203. Sport in Society. 3 Hours.**
This course is intended to provide an in depth study of sport in society. The course includes gender equity, deviance and aggression, race and culture, economics and social class, and the role of the media. Prerequisite(s): SM 101.

**SM 299. Topic/. 1-3 Hour.**
This course is intended to provide the opportunity to offer courses in Sport Management that would not normally be part of the Husson Curriculum. As such, the topics will depend upon the interests of the students and faculty.

**SM 300. Principles & Qualities of Coaching. 3 Hours.**
This 3-credit class is designed to educate, prepare and certify individuals to coach at all levels. Students will obtain an (ASEP) American Sports Education Program Certification upon completing the instruction and passing the test. A CPR and First Aid certificate will also be issued after completing the specific testing required. Principles and Quality of Coaching will cover all aspects of coaching including: Developing a coaching philosophy, effective communication among coaches, players, parents, officials, media and the community. How to conduct tryouts, motivating players, building a program, how to deal with college coaches recruiting players, practice plans, game preparation, etc.

**SM 302. Sports Ethics. 3 Hours.**
This course will focus on the exploration of contemporary values, issues, and controversies associated with sport and sport management. Current issues, ethical dilemmas in the sport environment, organizational responsibility, and professional ethics will be discussed. During this course, students will become involved with discussions on sportsmanship, fan behavior, performance-enhancing drugs, cheating and deception, the role of violence in sports, gender equity in sport, deviant behavior in athletics, and issues related to youth sports participation. This course will explore the various issues to be raised by encouraging discussion among the students, by conducting formal debates, and developing position papers on the subject matter.

**SM 304. Principles of Sports Medicine. 3 Hours.**
This course is designed to integrate basic medical concepts and related scientific information to provide a foundation in the prevention, recognition, assessment, management, disposition, and reconditioning of sport-related injuries and illnesses.

**SM 307. Sport Finance. 3-3 Hours.**
This course examines financial considerations relative to Sport Management, including: budgeting, fundraising, marketing and the economic impact of sport events. Although the focus of the course is on the two most visible segments of the sport industry – intercollegiate and professional athletics, sufficient attention is given to methods and strategies that may be applied across the discipline. Prerequisite(s): SM 101.

**SM 322. Sport Marketing. 3 Hours.**
This upper level major course examines the theories, fundamentals and practical applications of marketing for sport related organizations. It offers a broad perspective of the diverse segments that comprise the sport industry – the Sport Performance Segment; the Sport Production Segment; and the Sport Promotion Segment. For the purpose of this course, sport marketing is defined as, “the process of designing and implementing activities for the production, pricing, promotion, and distribution of a sport or sport business product to satisfy the needs or desires of consumers and to achieve the companies objectives.” Students will gain experience working in groups and are encouraged to develop interpersonal skills that may be employed in future endeavors. Additional emphasis will be placed on the development of critical thinking, analytical, writing and oral communication skills. Prerequisite(s): BA 321.

**SM 331. Governance and Policy in Sport. 3 Hours.**
This course is an examination of the integration of management theory with sport governance and policy development practice. The course provides an overview of the sport industry that will provide students with an understanding of the authority, organizational structures, and function of the major governing bodies in the various segments of professional and amateur sport organizations at the local, national, and global levels. The study of policy development in educational, non-profit, professional, and international sport organizations in relation to governance issues will also be addressed.

**SM 341. Recreational Programing and Event Management. 3 Hours.**
This course is an examination of the principles and methods of program development, management, delivery, and assessment within the sport industry, specifically integrating youth, community and campus recreation. Using principles and practice of event coordination and administration, students will design, develop, and implement community-based programs and/or events, including competitive and non-competitive leagues and tournaments, and non-credit instructional sport programs, events, and services.

**SM 407. Psychology of Sport. 3 Hours.**
The focus is on how people behave in sport and exercise settings: motivation, anger, fear, and how such emotions affect performance; how emotions can be moderated and how behaviors can be made more effective are covered.

**SM 409. Leadership in Sports Organizations. 3 Hours.**
This course provides and in-depth study of leadership styles and their importance in the field of sports. Prerequisite(s): College Level=Senior.

**SM 496. Sports Management Internship. 3 Hours.**
This course is designed to provide sports management students with practical work experience in a sports management environment.

**SM 497. Intermediate Sport Management Internship. 3 Hours.**
This course is designed to provide sport management students with practical work experience in a sport business setting. This college-supervised internship builds upon the SM 496 internship experience to provide the student with additional exposure to the sport industry. A journal and written assignments are required components of the internship experience.

**SM 498. Advanced Sport Management Internship. 3 Hours.**
This course is designed to provide sport management students with practical work experience in a sport business setting. This college-supervised internship builds upon prior internship experiences to provide the student with additional exposure to the sport industry. A journal and written assignments are required components of the internship experience.

**SM 499. Topic/. 1-3 Hour.**
This course provides sport management students the opportunity to research and develop special projects within the realm of sport management. Open to Junior and Senior students only.

# SY (SY)

## Courses

**SY 201. Principles of Sociology. 3 Hours.**
This course is an introduction to the study of society and the interaction of individuals within society. It is a prerequisite for all other courses in sociology. Topics studies include basic sociological theory and concepts, socialization, cultures, institutions, patterns of social structure, and social change. Some emphasis is placed on cultural relativity in modern society and the implications of cultural differences for business.

**SY 205. Addiction: Insights and Issues. 3 Hours.**
This course examines current models used to describe alcohol abuse, alcohol dependence, other drug abuse and dependence, and substance/process abuse in general. Assessment, treatment, addictive behaviors, and outcomes will be examined. The course is helpful to health care students, to any business student who expects to supervise others, and to anyone expected to function within a group. The course will also give each student the opportunity to gain insight into an issue of personal choice.

**SY 211. Contemporary Social Issues. 3 Hours.**
The course presents an analysis of major social issues. Statistical data and their interpretation are analyzed to explain and illustrate the concepts of social disorganization, value conflicts, and personal deviation. Those issues to be investigated include problems related to urbanization, marriage and the family, civil liberties, discrimination, mass communication, quality of environment and social policy. Prerequisite(s): SY 201.

**SY 222. Cultural Anthropology. 3 Hours.**
This course is an introduction to the fundamental concepts and perspectives of culture. It surveys the dynamics of cultural evolution and its significance to civilization. Special attention will be directed towards the geographical basis of culture, the origins of civilization, the structure of civilization and culture - economic, political, familial, and religious structures and factors that lead to the demise of civilization.

**SY 299. Topic. 1-6 Hour.**
This course is intended to provide the opportunity to offer introductory courses in sociology that would not normally be a part of the Husson curriculum. As such the topics will depend upon the interests of students and faculty.

**SY 312. Sociology of Work. 3 Hours.**
This course examines work-related processes, social structures, and role behavior associated with blue-collar, white-collar, executive, and professional levels of employment. Among the topics considered are socialization in work roles; occupational professional ideologies; the interrelationship of work, status, and life-style; and adjustment to life cycle changes as they affect work and career. Particular attention will be focused on changing work patterns and values in the late twentieth century. Prerequisite(s): SY 201.

**SY 499. Topic/. 1-3 Hour.**
This course is intended to provide the opportunity to offer advanced courses in sociology that would not normally be a part of the Husson curriculum. As such the topics will depend upon the interests of students and faculty. Prerequisite(s): SY 201.

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