TABLE OF CONTENTS

Home 5
Accreditation 7
University Catalog Disclosures 8
General Information 11
Academic Policies 11
Admissions 18
Financial Information 22
Financial Aid 27
General Education 29
Graduate Program Policies and Information 32
Programs of Study 33
Student Affairs 35
Center for Student Success 35
Office of Student Life 36
Other Campus Services 39
Military Affiliated Students 40
The College of Business 43
Undergraduate 45
School of Accounting 47
B.S. Accounting 47
B.S. Accounting/M.B.A. 49
Certificate 50
Minor 50
School of Business & Management 50
Business Administration 50
B.S. Business Administration 51
Entrepreneurship & Small Business Management 52
Financial Management 52
Healthcare Management 52
International Business 53
Management 53
B.S. Business Administration/M.B.A. 53
Entrepreneurship & Small Business Management 55
Financial Management 55
Healthcare Management 56
International Business 56
Management 56
Business and Professional Studies 57
Financial Planning 57
B.S. Financial Planning 57
B.S. Financial Planning/M.B.A. 59
Certificate - Business Administration 60
Certificate - Competitive Intelligence 60
Certificate - Entrepreneurship 61
Certificate - Finance 61
Certificate - Leadership 61
Certificate - Sales 61
Certificate - Small Business Management 61
A.S. University Studies 62
School of Hospitality, Sport, & Tourism Management 62
Hospitality & Tourism Management 62
B.S. Hospitality & Tourism Management 62
B.S. Hospitality & Tourism Management - Sales and Marketing 63
B.S. Hospitality & Tourism Management - Small Business Entrepreneurship 64
B.S. Hospitality & Tourism Management/M.B.A. 64
Certificate - Hospitality Management 65
Sport Management 66
B.S. Sport Management 66
B.S. Sport Management/M.B.A. 67
Certificate - ESports 68
Minors 69
School of Legal Studies 69
Conservation Law 69
B.S. Conservation Law 69
Certificate - Conservation Law Enforcement 71
Criminal Justice 71
B.S. Criminal Justice 71
B.S. Criminal Justice - National/Corporate Security 73
B.S. Criminal Justice - Psychology 74
BS. Criminal Justice/B.S. Psychology 75
B.S. Criminal Justice/M.S.C.J.A. 77
B.S. Criminal Justice - National/Corporate Security/ M.S.C.J.A. 78
B.S. Criminal Justice - Psychology/M.S.C.J.A. 80
Certificate - Counter Terrorism & Security 81
Certificate - Criminal Justice 81
Forensic Science 82
B.S. Forensic Science 82

Certificate - Forensics 83
Legal Studies 84
B.S. Legal Studies - Pre Law 84
Certificate - Pre Law Studies 85
Certificate - Paralegal Studies 86
Certificate - Advanced Civil Practice Paralegal 86
Certificate - Advanced Criminal Practice Paralegal 86
Army R.O.T.C. 87
Minor - Military Leadership 87
School of Technology and Innovation 87
Extended Reality 88
B.S. Extended Reality 88
Certificate - Extended Reality 89
Certificate - User Experience Design 89
Integrated Technology 89
B.S. Integrated Technology - Computer Information Technology 89
B.S. Integrated Technology - Computer Information Technology/M.B.A. 90
B.S. Integrated Technology - Software Development 92
B.S. Integrated Technology - Software Development/ M.B.A. 93
B.S. Integrated Technology - Web Development & Design 94
B.S. Integrated Technology - Web Development & Design/M.B.A. 95
Certificate - Web Design 96
Certificate - Web Media 97
Minor - Integrated Technology 97
New England School of Communications 97
B.S. Audio Engineering 98
Live Sound Production 98
Music Production 99
Post Production 101
B.S. Graphic/Visual Design 102
B.S. Mass Communications 103
Journalism 104
Sports Journalism 105
B.S. Video/Film Production 106
B.S. Marketing 107
B.S. Marketing Communications 108
B.S. Marketing Communications/M.B.A. 110
Certificates 112
3D Modeling and Motion Design 112
Advanced Live Sound Production 112
Advanced Music Production 112
Advanced Post Production 113
Audio Engineering 113
Communications Technology 113
Digital and Social Media Marketing 114
Filmmaking 114
Fundamentals of Video Production 114
Graphic Design 115
Marketing Communications 115
Photography 115
Radio Broadcasting 116
Graduate 116
School of Business & Management 116
Master of Business Administration 118
Athletic Administration 118
Business Analytics 119
Healthcare Management 119
Hospitality Management 120
Innovation & Entrepreneurship 120
Organizational Management 120
Risk Management 121
Certificate - Business Analytics 121
Certificate - Executive Nursing Business Management 121
Certificate - Healthcare Mangement 122
Certificate - Hospitality & Tourism Management 122
Certificate - Human Resource Management 122
Certificate - Innovation & Entrepreneurship 122
Certificate - Leadership 123
Certificate - Risk Management 123
School of Legal Studies 123
M.S. in Criminal Justice Administration 124
Certificate Counter Terrorism and Security 125
The College of Health & Pharmacy 126
Undergraduate 128
School of Nursing 128
B.S. Nursing 134
RN/BSN 135
School of Occupational Therapy 135

M.S Occupational Therapy/B.S. Healthcare Administration and Public Health 139
School of Pharmacy 141
Doctor of Pharmacy/B.S. in Health Sciences 143
School of Physical Therapy 145
Doctor in Physical Therapy/B.S. in Exercise Science 148
Graduate 150
School of Nursing 151
M.S. in Nursing 155
Adult Gerontology Acute Care Nurse Practitioner 155
Family Nurse Practitioner 155
Psychiatric Mental Health Nurse Practitioner 155
Post Masters Certificate 156
Adult Gerontology Acute Care Nurse Practitioner 156
Family Nurse Practitioner 156
Psychiatric Mental Health Nurse Practitioner 157
School of Occupational Therapy 157
M.S. in Occupational Therapy 160
School of Pharmacy 161
Doctor of Pharmacy 163
Pharm.D./Master of Business Administration 165
School of Physical Therapy 165
Doctor in Physical Therapy 168
Doctor of Physical Therapy/Master of Business Administration 169
The College of Science & Humanities 170
Undergraduate 172
Biology 173
B.S. Biology 173
B.S. Biology - Biochemistry 174
B.S. Biology - Environmental Science 175
Education 176
B.S. Elementary Education (K-6) 178
B.S. Secondary Education 179
English 180
Life Science 181
Physical Science 182
B.S. Educational Studies - Elementary Education 183
Certificate - Elementary Education (K-6) 184
Certificate - Secondary Education (6-12) 184
English 185
Life Science 185
Physical Science 185
English 185
B.S. English 186
Exercise Science 186
B.S. Exercise Science 187
Health Sciences 188
B.S. Health Sciences 188
Healthcare Administration & Public Health 189
B.S. Healthcare Administration and Public Health 190
B.S. Healthcare Administration and Public Health/M.B.A. 191
B.S. Healthcare Administration and Public Health/M.B.A. - Healthcare Mgmt 192
Liberal Studies 193
B.S. Liberal Studies (Individualized Program of Study) ... 193
Certificate - Diversity, Equity, and Inclusion 194
Pre-Medicine 194
B.S. Pre-Medicine 194
Professional Communications 196
B.S. Professional Communications 196
Psychology 197
B.S. Psychology 198
B.S. Psychology/M.S. Clinical Mental Health Counseling 199
B.S. Psychology/M.S. School Counseling 200
Certificate - Animal-Assisted Therapy 202
Certificate - Applied Mental Health 202
Minors 202
Graduate 204
Counseling and Human Relations 204
M.S. Clinical Mental Health Counseling 205
M.S. Human Relations 206
M.S. School Counseling 206
Post-Master's - Counseling 206
Public Health 207
Master of Public Health 207
Certificate - Nursing Global Health Certificate 207
The Division of Online and Distance Education 209
Course Descriptions 211
AB 211
AC 211
AE 213
BA 216

BR 224
CJ 225
CM 230
CO 231
CT 233
DA 234
ED 235
EH 238
EP 243
FA 245
FS 247
GV 247
HA 249
HE 250
HS 250
HU 252
HY 253
IP 254
IS 255
IT 255
LC 258
MC 259
MH 263
MK 263
ML 264
MS 265
NL 267
NU 270
OT 276
PA 279
PH 279
PL 280
PS 282
PT 282
PY 290
RX 292
SC 302
SL 308
SM 309
SY 310
VF 311
XR 313
Academic Calendar 314
Board of Trustees 316
Administration 318
Faculty 319
Archived Catalogs 326
Index 327

HOME

Catalog Introduction

The Husson University Catalog for the 2022-2023 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 2022-2023 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 2022-2023 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.

History

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, school counseling, and first professional doctoral programs in pharmacy and physical therapy. The undergraduate student body has grown to over two thousand day students and one thousand graduate, evening, and online students. 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.

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. Townhouse units include four private bedrooms, 2 full baths, living room, and kitchen. All Townhouses are completely furnished with a bed, mattress, desk, chair, wardrobe, dresser and nightstand in the bedrooms. 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 dining center provides a healthy dining experience with options that satisfy a variety of tastes and needs. The center offers flexible meal plans. On-campus amenities include 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 Richard E. Dyke Center for Family Business serves as an interface between the University and Bangor business community. The campus includes six academic and administrative buildings. The Harold Alfond Hall, opened in the fall of 2021, houses the College of Business and is home to the Ronan Center for Financial Technology and iEX Center. Peabody Hall hosts the Sawyer Library, the Online Division, science labs, and faculty and administration of the Pharmacy program. The O'Donnell Commons houses the health programs of Nursing, Occupational Therapy, and Physical Therapy. The Education programs of the College are located in the Darling Learning Center. The Meeting House hosts the College 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. 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 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. 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 Technology

The office of Information Technology 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 computer resources available in a number of locations. 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 and the College of Business 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 Commission of Higher Education (NECHE).

Online Division

Husson University provides its professional education through an online modality which is accessible to students regardless of where they live.

ACCREDITATION

New England Commission of Higher Education (NECHE)

https://www.neche.org/

Husson University is accredited by the New England Commission of Higher Education (formerly the Commission on Institutions of Higher Education of the New England Association of Schools and Colleges, Inc.).

Accreditation of an institution of higher education by the Commission 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 Commission 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 Commission of Higher Education should be directed to the administrative staff of the institution. Individuals may also contact:

New England Commission of Higher Education

3 Burlington Woods Drive, Suite 100

Burlington, MA 01803-4514

(781) 425-7785

International Accreditation Council for Business Education (IACBE)

http://www.iacbe.org/

The College of Business at Husson University has received specialized accreditation for its business programs through the International Accreditation Council for Business Education (IACBE) located at 11960 Quivira Road in Overland Park, Kansas USA. For a list of accredited programs, please view our IACBE member status page.

Commission on Collegiate Nursing Education (CCNE)

The baccalaureate degree program in nursing and master's degree program in nursing, and post-graduate APRN certificate program at Husson University are accredited by the Commission on Collegiate Nursing Education (http://ccneaccreditation.org)

Accreditation Council for Occupational Therapy Education (ACOTE)

The Accreditation Council for Occupational Therapy Education (ACOTE®) is recognized as the accrediting agency for the American Occupational Therapy Association (AOTA). AOTA and ACOTE can be contacted at 6116 Executive Boulevard, Suite 200, North Bethesda, MD 20852-4929. ACOTE's telephone number c/o AOTA's is (301) 652 AOTA (6611) and the web address for ACOTE is: WWW.ACOTEONLINE.ORG

Commission on Accreditation in Physical Therapy Education (CAPTE)

The School of Physical Therapy at Husson University is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE), 3030 Potomac Ave, Suite 100, Alexandria, Virginia 22305-3085; telephone: 703-706-3245; email:accreditation@apta.org; website: http://www.capteonline.org. If needing to contact the program/institution directly, please call 207-941-7101 or email huhnk@husson.edu.

Accreditation Council for Pharmacy Education (ACPE)

Husson University School of Pharmacy's Doctor of Pharmacy program is accredited by the Accreditation Council for Pharmacy Education, 190 South LaSalle Street, Suite 2850, Chicago, IL 60603, 312/664-3575; FAX 866/228-2631, web site www.acpe-accredit.org.

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 under the authority of the State Board 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.

Council for Accreditation of Counseling and Related Educational Program (CACREP)

The Counseling and Human Relations Program at Husson University holds accreditation from the Council for the Accreditation of Counseling and Related Education Programs (CACREP) for the clinical mental health and school counseling degree programs.

UNIVERSITY CATALOG DISCLOSURES

Page Contents

- Reservation of Right to Modify Catalog (p. 8)
- Student Responsibility (p. 8)
- Non-Discrimination Policy (p. 8)
- Records Retention (p. 8)
- Privacy of Student Records (p. 8)
- Student Complaints Policy (p. 9)

Reservation of Right to Modify Catalog

Husson University reserves the right to change the policies, procedures, tuition and fees, curriculum, program requirements and all other contents of this catalog at any time and without notice. The Husson University catalog is not 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.

Student Responsibility

It is the responsibility of the student to be familiar with and abide by all policies and procedures outlined in the catalog, including, but not limited to requirements for completing the major and degree, prerequisites to be met for enrolling in certain courses, and withdrawal from and repeating of courses. Failure to comply with these rules could adversely affect the student's status and graduation.

Non-Discrimination Policy

Husson University is committed to maintaining an environment that is free from unlawful harassment and discrimination of all kinds and prohibits discrimination against or harassment of any individual or group on the basis of race, color, sex, sexual orientation, gender identity and/or expression, religion, ancestry or national origin, age, physical or mental disability, citizenship, veteran status, or any other applicable legally protected status in matters of admissions, employment, housing, or services in the educational programs or activities it operates. Consistent with this commitment, as well as federal and state laws, Husson University does not tolerate unlawful discrimination or harassment in any form.

Inquiries regarding Husson University's policies and procedures may be referred to the Executive Director of Human Resources, Janet Kelle, at kellej@husson.edu, or (207) 941-7131.

Title IX of the Education Amendments of 1972 protects people from sex discrimination in educational programs and activities at institutions, like Husson University, that receive federal financial assistance. Questions regarding Title IX may be referred to the university's Title IX Coordinator, David Casavant, at casavantd@husson.edu, or (207) 941-7132.

Records Retention

Records are maintained in accordance with the American Association of Collegiate Registrars and Admissions Officers (AACRAO) retention of records guidelines, as well as federal and state regulations relating to privacy, availability, and correction of records. In general, after seven years beyond separation from the University whether by graduation or for other reasons, only transcripts showing the academic record of courses taken at Husson University are retained in the Registrar's Office. The academic transcript provides information related to attendance, program of study, performance, and scholastic achievement. While the Office of the Registrar may hold such records or other information in a variety of formats, whether by microfiche or electronically, only the academic transcript is retained as a student's "official" record.

Privacy of Student Records

The Family Educational Rights and Privacy Act (FERPA) is a federal act that affords students of higher learning certain rights with respect to their education. It is the policy of the Husson University to follow those guidelines to protect the privacy of students. Once students become part of our community, they will be treated as adults. It is the student's responsibility to keep others informed of their activities and their academic progress. Please be advised that in accordance with FERPA rules and regulations Husson University **does not:**

1. Release information to parents about grades or academic progress without the written consent of the student.
2. Release information to parents about honor code or student conduct violations and/or sanctions without the written consent of the student.
3. Release information to parents about the student's whereabouts or social activities without the written consent of the student.
4. Release information related to a student's health or counseling record (also covered under HIPAA: The Health Insurance Portability and Accountability Act) without the written consent of the student.
5. Notify a parent or legal guardian when a student is withdrawn or put on a leave of absence from the University.

Husson **may** contact parents under the following circumstance:

1. When the staff has ongoing concerns about a student's well being, or is concerned that a student presents a threat to her/him self or to others.

If your student wishes to waive her/his rights under FERPA, s/he can fill out the FERPA Student Release form. Alternatively, a parent or guardian may seek access to the academic records if the student is declared as a dependent and attached to the form is a signed copy of pages 1 & 2 of the most recent Federal Income Tax Form 1040. (Please see Part B on the FERPA release form.)

The following student rights are covered by FERPA and are afforded to all eligible students of the University:

1. The right to inspect and review the student's educational records.
2. The rights to request the amendment of the student's education records that the student believes are inaccurate or misleading.
3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent.

4. The right to notify the University in writing if the student does not want any or all of the information designated as directory information to be released internally or externally. (Please see Part C of the Release Form)
5. The right to file a complaint with the U.S. Department of Education concerning alleged failures by Husson University to comply with the requirements of FERPA.

Without the consent of the student, releases to third parties may be given only as follows:

1. To federal officers as prescribed by law.

2. As required by state law.

3. To research projects on behalf of educational agencies, providing that the agencies guarantee no personal identification of students.

4. To accrediting agencies carrying out their functions.

5. In response to a judicial order or lawfully issued subpoena.

6. By Husson University Safety and Security to other law enforcement agencies in the investigation of a specific criminal case.

7. To parents of students who are dependents as certified according to IRS standards. (Please see Part B on the FERPA Release Form)

8. A student's parent(s) or legal guardian(s) regarding the student's use or possession of alcohol or a controlled substance if there has been a determination by the University that the student's use or possession of alcohol or a controlled substance constitutes a violation of a University rule or regulation; and the student is under the age of 21 at the time of disclosure to the parent(s) or legal guardian(s).

9. In connection with an emergency, to appropriate persons if the knowledge of such information is necessary to protect the health or safety of the student or other persons.

Husson, for various reasons consistent with its mission, releases directory information internally and externally whether in writing, verbally, or electronically. Directory information includes, but is not limited to the student's name, address, telephone listing, electronic mail address, photographs, date and place of birth, major, participation in officially recognized activities, dates of attendance, degrees and awards received. Students have the right to refuse to let Husson, its agents, or designees publish such student information. Such refusal must be made in writing to the Registrar.

Please note that personally identifiable information with respect to academic or other records may be disclosed to school officials with legitimate educational interests. A school official is a person employed by Husson in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the University has contracted (such as an attorney, auditor, or University agents); academic affiliates including individuals or organizations providing an experiential and/or clinical learning site; a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her task. A school official has a legitimate education interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

Please also note, that Husson, for various reasons consistent with its mission, releases directory information internally and externally whether in writing, verbally, or electronically. Directory information includes, but is not limited to the student's name, address, telephone listing, electronic mail address, photographs, date and place of birth, major, participation in officially recognized activities, dates of attendance, degrees and awards received. Students have the right to refuse to let Husson, its agents, or designees publish such student information. Such refusal must be made in writing to the Registrar.

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/academics/registrar/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 Commission of Higher Education (NECHE) 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 NECHE standards, policies or procedures. Such complaints shall be placed in writing in detail by the complainant and submitted to the NECHE office.

You may review the criteria for making a public comment or filing a formal complaint and download the required complaint form at https://www.neche.org/for-the-public/comments-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 NECHE'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.

For information on registering a complaint against the University in the State of Maine, students should contact the following agencies for additional information. When the Consumer Protection Division receives a complaint, they will determine whether it is suitable to refer to their Consumer Mediation Service. In many cases, the best response is to provide the complainant with information on how to resolve your problem.

Maine Attorney General
Consumer Protection Division
6 State House Station
Augusta, ME 04333

1-800-436-2131
consumer.mediation@maine.gov

http://www.maine.gov/ag/consumer/complaints/complaint_form.shtml

Maine Department of Education
23 State House Station
Augusta, ME 04333-0023
Telephone: **(207) 624-6846**
Fax: (207) 624-6841

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.

GENERAL INFORMATION

The following pages provide information regarding important policies and procedures that are designed to guide, explain, and enhance the experience of students at Husson University.

Academic Policies

Page Contents

- Academic Integrity (p. 11)
- Credit Hour Definition (p. 11)
- Student Course Load (p. 11)
- Summer/Special Schedule Options (p.)
- Class Identification (p. 12)
- Change of Academic Program (p. 13)
- Attendance (p. 12)
- Religious Observation Policy (p. 12)
- Synchronous Sessions Policy for Asynchronous Courses (p. 12)
- Distance Education Verification of Student Identity (p. 13)
- Course Change and Course Withdrawals (p. 13)
- Leave of Absence (p. 13)
- Course Non-Participation (p. 13)
- Directed/Independent Studies (p. 14)
- Transfer Credit (p. 14)
- Study Abroad (p. 14)
- Grading System (p. 14)
- Repeating a Course (p. 16)
- Academic Warning, Probation, and Dismissal (p. 16)
- Academic Forgiveness (p. 16)
- Term Honors (p. 17)
- Graduation Requirements and Honors (p. 17)

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 may choose to memorialize the finding in a report and meet with the student to discuss the findings and proposed sanctions. If memorialized, 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 actions and sanctions may also be taken by the University authorities, including dismissal from the University.

Credit Hour Definition

Husson University uses the US Department of Education and the New England Commission of Higher Education guidelines related to the definition of a credit hour. In alignment with Section 600.2 of the Higher Education Opportunity Act, Husson University defines a credit hour as an amount of student work that is consistent with commonly accepted practice in postsecondary education and that reasonably approximates not less than:

(i) One hour 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, or

(ii) At least an equivalent amount of work as required in paragraph (i) of this definition for other academic activities as established by the institution, including laboratory work, internships, practica, and other academic work leading to the award of credit hours.

Husson University takes into account a variety of delivery methods, measurements of student work, academic calendars, disciplines, and degree levels.

Unit of Credit

Husson University uses the semester hour for all modalities as the unit of credit.

Student Course Load - Undergraduate On-Campus Programs

A full-time Husson undergraduate student normally enrolls in no fewer than 15 credit hours of coursework in order to complete their degree within the expected timeframe. 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 credit hours.

An undergraduate student wishing to enroll in more than 18 credit hours during a 15-week term must obtain permission from his or her advisor. If the student's cumulative G.P.A. is below a 3.00, written permission must be obtained from the student's academic advisor, and filed with the Registrar's Office. During sessions lasting between 1 to 6 weeks in length, students may enroll in a maximum of 6 credit hours. Any student seeking to enroll in more than 6 credit hours during a short term (Winter/ May term) must obtain permission from his or her Academic Dean.

Please See the Graduate Programs and Policies page for graduate on-campus course load standards and the Division of Online and Extended Learning page for online course load standards.

Alternative Schedule Options

Husson University offers a variety of scheduling options throughout the year including 15-week semester, 7-week online terms and other special formats in which classes meet on a more intensive schedule than in semester length courses. These alternative scheduling options may allow students early entry into a college program, to accelerate their graduation date, or to respond to academic remediation needs.

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.

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.

Attendance in online courses is demonstrated in a variety of ways such as by submitting academic assignments, taking exams, engaging in interactive tutorials or computer-assisted instruction, participating in online discussions about academic matters, or initiating contact with the faculty members to ask questions about the academic content of the course.

Students must log in at least once a week at a minimum but multiple logins are highly recommended to satisfy academic obligations. Any students who begins active participation but does not log in to their course(s) for 7 consecutive calendar days, or as outlined in the course syllabus, may be assigned a grade of "X" (Failure for excessive absences).

Students needing to miss classes due to an unexpected medical or personal emergency, should contact the Center for Student Success (CSS). The CSS can work with faculty to assist students in responding to missed classwork and assignments. If absences become excessive, CSS staff can also assist students with either a withdrawal or a medical withdrawal.

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.

Synchronous Sessions Policy for Asynchronous Courses

All instruction in asynchronous courses and programs is delivered online with no required in-person activities. Certain exceptions exist for practicum requirements for clinical programs such as may be found in the health care disciplines. Although the majority of online instructions will be asynchronous, some courses may involve synchronous interactivity-including real-time events, guest lectures, panel discussions, simulations, student group work, consultations, or meetings.

Online synchronous sessions are those for which students and instructors are engaged in simultaneous electronic communication with each other. When a synchronous session is scheduled, faculty must record the session or provide a suitable alternative for students whose schedules prevent them from participating at that time. Any recording should be made available for at least two weeks after the session for any student who is not able to attend. Instructors are required to provide adequate notice of all synchronous sessions and to indicate

to the means by which information will be available for those unable to participate.

Zoom recordings of classes constitute an educational record subject to FERPA privacy regulations. Any Zoom recording of a class containing student participation, names, or other information can only be shared with students in the class. Sharing the recording in any other way without the express consent of all persons depicted is prohibited.

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.

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 or term. Students who change their program of study must submit required forms to the Registrar's Office prior to the beginning of their final semester or term.

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, or as outlined in the academic calendar, students are given the opportunity to adjust their course schedules by adding and dropping courses. It is the student's responsibility to contact their academic advisor to process a schedule change during the add/drop period. Verbal notice to the instructor or failure to attend class is not sufficient notice. Non-compliance with the drop policy could result in the assignment of a failing grade, and payment in full of any tuition and fees charged for the course. 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:

- A student who withdraws from a course after the Add/Drop period will generally not be registered or admitted to another course for that same term.
- No tuition refunds will be available for individual course withdrawals.
- A student who withdraws from a course up to the midterm of classes will receive a grade of "WW."
- If a student withdraws after the midterm, a grade of PW (Withdraw Pass) or FW (Withdraw Fail) will appear on the student's official transcript. Either grade is awarded at the discretion of the faculty and signifies whether the student met course expectations and obligations at the time of withdrawing from the course.
- The grades of WW and PW, although included on the student's transcript, has no impact on the grade-point average or the cumulative average. The grade of FW is treated as a failing grade and has a similar negative impact on the grade-point average and the cumulative average.
- Course withdrawals may be initiated up until and including the last day of classes as designated in the academic calendar in the semester or term in which the course is taken. Course withdrawals cannot be initiated after that time.

Separation from the University

When a student either withdraws from all of their courses, or they do not return for the next regular semester, the student will no longer be considered an an enrolled student at the University.

School Withdrawal

If a student would like to withdraw from all of their courses immediately, or unenroll at the end of the semester completing all current coursework, the student will need to complete school withdrawal paperwork with the Dean of Student Success to formally withdraw.

Leave of Absence

A written leave of absence request submitted to the Dean of Student Success allows the student to bypass the more lengthy college admissions process and return to school. Leave of absences will only be granted to students who are in good academic standing.

Immediate School Withdrawal and Immediate Leave of Absence Grading

Withdrawal grades for each course will be assigned based upon the grading scale displayed on this page.

Tuition Refunds

Tuition refunds for immediate school withdrawals and immediate leave of absences are calculated based upon the refund policy available at http://catalog.husson.edu/generalinformation/financialinformation/

Course Non-Participation

To assure the accuracy of its records and financial aid distributions, if a student does not participate in a course during the add/drop period, Husson University reserves the right to drop the student from the course. This action could apply to one course or all of the courses for which the student has enrolled during any term. For on-campus courses, participation constitutes being physically present in the classroom. For online courses, participation is defined as completing an academic activity. Examples of an academic activity include, but are not limited to: contributing to an online discussion or text chat session, submitting an assignment or working draft, working through exercises in the learning management system (LMS), taking a quiz or exam, or viewing or completing a tutorial. Whether for an on-campus or online course, simply logging into the LMS, the course, or communicating with the

faculty member via phone, text, email, or LMS inbox, does not constitute participation.

Students should be aware that being dropped from a course can implicate a student's status for financial aid and on-campus housing. Students should consult with the Office of Financial Aid and/or Residential Life if the University drops them from a course or from all of their courses. Students dropped from all course are administratively withdrawn from the University.

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's 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 must seek permission to transfer credits from another institution prior to registering for their courses. Such permission may not be granted if the course under consideration is similar to one being offered by the University during that same term. 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.

Study Abroad

Students may seek to enroll in a study abroad program, working with the Office of International Affairs. Qualifying students are eligible to study abroad for one semester and transfer in no more than 18 credit hours as a part of the experience. To be eligible to study abroad a student must have a least a 2.5 cumulative grade point average, or as required by the Study Abroad program, and have completed at least 24 credit hours at Husson University. As a part of the enrollment process, the student and his or her advisor will need to work with the Registrar's Office to verify that all coursework will apply to the student's program of study. Please note that a student may not transfer in more than 90 credit hours into Husson University and a student's final 30 credit hours must be completed at Husson, which includes a minimum of 15 credits specific to the major. A minimum grade of "C" must be earned for course work to be transferred.

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.

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.

Meaning of Grades – Proficiency / Standards Based Approach

Letter Grade	Description	Standard	Level of Achievement
A	Excellent	Exceeds the Standard	Demonstrates excellence in understanding and achieving course objectives.
B	Good	Partially exceeds the Standard	Demonstrates proficiency in understanding and achieving course objectives.
C	Fair	Meets the Standard	Demonstrates fundamental understanding in achieving course objectives.
D	Marginal	Partially meets the Standard	Demonstrates emerging understanding in achieving course objectives.
F	Failing	Does not meet the Standard	Does not demonstrate understanding and does not achieve course objectives.

The Registrar's Office does not report grades upon a verbal request to do so. Student records are available to the student by logging into their student portal or by receipt of written requests by authorized personnel.

Student Appeal of a Course Grade

Students desiring to appeal a grade must present the case to the instructor within one week from the beginning of the next semester or term. If the matter is not resolved within two weeks of discussion with the instructor, students may appeal the matter. The appeal must be in writing with supportive evidence and rationale to the Dean of the School or College offering the course. It must be made within 30 days from the beginning of the semester or term in which the appeal is initiated through conversations with the instructor. 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 and/or the availability of the faculty member. The Dean will make a determination within 60 days of receiving the written appeal. If a student needs assistance with the appeal process and/or the written appeal, only the assistance provided by the student's Academic Advisor as officially recorded through the Office of the Registrar will be recognized by the Dean. The Academic Advisor is not permitted to advocate on the student's behalf.

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

An Incomplete "I" is a temporary grade which may be given at the instructor's discretion to a student when illness, necessary absence, or other reasons beyond the control of the student prevent completion of course requirements by the end of the academic term. To be eligible for an incomplete grade, the student 1) should have completed a majority (recommended at least 70%) of the coursework, and the faculty 2) determines that satisfactory completion of the specifically identified coursework could result in a passing grade.

Incompletes must be concluded and earned grades recorded by midpoint of the semester following the assignment for 15-week classes, or before the end of the following term for 7-week classes. An Incomplete

automatically becomes an "F" if the Registrar's Office is not notified by the instructor that another grade has been awarded.

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 College Writing (EH 105) if they earn a grade of "C -" or lower. 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 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	Academic 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 GPA
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

**Students who earn a 0.00 term grade point average will automatically be placed on Academic Probation.

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 and are no longer in good academic standing. 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.

Students with a 0.00 term grade point average will be placed on academic probation regardless of number of credits earned and cumulative grade point average. Failure to earn a term average of at least 2.0 in the subsequent semester will result in academic dismissal.

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 Extended Learning 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.

Consistent with the University policy on dismissal, after two semesters on academic probation, VA benefits will no longer be certified.

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.

Term Honors

Undergraduate students are eligible for term honors if they carry a full-time load of 12 credit hours, complete all attempted courses in the time allotted for the semester, and achieve the semester grade-point average listed below. Credits from pass/fail classes do not qualify towards meeting the minimum credit hour requirement.

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

Students enrolled in dual degree programs, leading to both an undergraduate and graduate degree, are not eligible for term honors once they have attained graduate student standing. Students enrolled in only a masters or professional doctoral program are not eligible for term honors.

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.

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.

Graduation Honors

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 students of the graduating class in both the Bachelor of Science and Associate in Science degrees. For commencement ceremony purposes, Latin honors are determined using the cumulative grade-point averages computed at the end of the Fall semester or Winter term classes as applicable. Final Latin honors are calculated once all final grades have been received and will be noted on academic transcripts and diplomas. Latin 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

Latin honors only apply to associate and baccalaureate degrees. Students earning certificates, masters, or professional doctorates are not eligible for Latin honors.

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.

Academic Transcripts

Students can request their transcript by filling out a paper request form, available in the Registrar's Office, or electronically through a secure website. All instructions and links can be found on the University website at https://www.husson.edu/academics/registrar/transcript-request

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: $3.25

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.

Admissions

Page Contents

- Application Information (p. 18)
- Readmission (p. 19)
- Non-Degree Admissions (p. 19)
- Senior Citizens Tuition Waiver
- Veterans (p. 19)
- International Students (p. 20)
- Professional Clinical Licensure and Certification Notice (p. 20)
- Student Classification (p. 20)
- Advanced Standing Test Programs (p. 21)
- Early College Admissions Program (ECAP) (p. 21)
- Proficiency Exam (p. 21)
- Advanced Standing - Transfer Credit (p. 22)
- Prior Learning Assessment (p. 22)
- English and Math General Education Policy (p. 22)
- Undeclared Major (p. 22)
- Dual Major/Program (p. 22)

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.

All prospective students are assigned an admissions counselor to answer questions and provide knowledge and materials about the University and the degree options. Applicants are encouraged to visit campus in person or virtually by registering at https://www.husson.edu/about/visit-husson/.

Application Information

Husson University's rolling admission program allows applications to be reviewed as soon as they are complete. Applications are accepted for consideration for fall, spring, or summer 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.

In considering students for admission to Husson University, the Admissions Office looks at a wide range of factors. An applicant is evaluated on their academic preparedness, reflected in the high school transcripts, course selection, personal essay, and letter of recommendation.

We recommend that students complete a college preparatory curriculum that includes:

- 4 years of English
- 3 years of college preparatory math including Algebra I, Geometry, and Algebra II (additional math such as pre-calculus or higher is suggested for direct entry professional programs)
- 3 years of Science (labs are required for PT, OT, Pharmacy, and Nursing; additional physics is recommended for PT, OT, and Pharmacy)
- 3 years of Social Sciences

Completion of college preparatory courses at the secondary level with a "C" or better, or its equivalent, is recommended.

Students whose high school transcripts show limited academic performance may be accepted on a conditional basis.

Transfer students are welcome and must present transcripts of their high school and college records. Transfer applicants should be in good academic standing. Applications are reviewed for admission based on availability in the program to which they have applied and on the applicants cumulative GPA. The process is competitive and merit based.

To be considered for admission:

1. Complete and submit the application form, available on-line at https://www.husson.edu/admissions/apply/ or www.commonapp.org/school/husson-university.
2. Submit the following material:
   - Official high school transcript or GED scores
   - SAT or ACT scores (Optional)
   - Official transcript(s) from any college(s) or university(s), which the applicant attended

- Letter of recommendation from guidance counselor, teacher or non-family member
- Essay on any topic (250+ words)

Applicants should also see their program for additional admissions information.

An applicant will be assigned login credentials to the application portal where they may check the status of their application or by contacting the admissions office. The Director of Admissions will notify the applicant by letter regarding the admissions status once a decision has been rendered.

All incoming students for fall are required to submit a $250 tuition deposit. This deposit is refundable until May 1, to all incoming high school seniors. 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. After May 1, accepted applicants are considered on a space available basis.

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.

The **priority application deadline** for all health programs is January 1st for the fall term. Admission to most health programs is based on a competitive comparison to other applicants for the same term, therefore applicants who meet the expressed minimum admission requirements are not necessarily guaranteed acceptance.

Students who are pursuing degrees leading to application for professional licensure or certification, and/or who will be participating in clinical placements, internships, or practicum through their Husson University program of study should be aware:

- The host facility may require a criminal background check, finger printing or drug screening.
- Students are responsible for obtaining and paying for the background check or other screening processes and for delivering required documentation to the facility.
- Husson University will make reasonable efforts to place admitted students in field experiences and internships, however the host facility will determine whether a student will be allowed clinical access at that facility.
- A criminal record may jeopardize completion of student's 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 University does not guarantee licensure, certification, or employment in the relevant occupation.

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. Prospective students are encouraged to schedule a visit through our website at https://www.husson.edu/about/visit-husson/.

All correspondence concerning undergraduate admission should be addressed to:

Office of Admissions
1 College Circle
Bangor, ME 04401

Telephone: 207-941-7100

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

Website: www.husson.edu

Readmission

Students who desire readmission to the university must complete a Reentry Application which can be found online at https://admissions.husson.edu/apply/

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 their 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. 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.

Senior Citizens Tuition Waiver

Senior Citizens, 65 years or older, are eligible to take one tuition-free, Bangor-campus, undergraduate course per semester. Senior students wishing to take advantage of this opportunity must complete the Senior Citizen Tuition Waiver Application which can be found at: https://admissions.husson.edu/register/seniorcitizenwaiver

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 two to four 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 all established University admission criteria. Since admission requirements vary among areas of study, applicants are advised to read carefully the criteria for their program of choice. In addition, international applicants must comply with rules established by the U.S. Citizenship and Immigration Services (USCIS), 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 July 1 for entry in fall and through December 1 for entry in spring. Applications are reviewed by a Selection Committee as soon as they are complete, and applicants are typically notified of a decision within two weeks. Because some programs fill early, it is advisable to complete applications by January 1 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. Applicants applying to graduate and professional programs should follow the application instructions for their specific program, found at www.husson.edu/.

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 applicants must submit transcripts translated in English *or* submit transcripts to a credential evaluation service which holds a membership in NACES (www.naces.org/members). Evaluation reports must be course-by-course. All transfer candidates must submit transcripts to a credential service.
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 6.0; graduate programs minimum score 6.5) or iTEP (minimum score 3.7; graduate programs 3.9). Applicants who are native English speakers or 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 or comparable university entrance exam results. Other English exam results may be accepted on a case by case basis.
4. A letter of recommendation from a teacher or non-family member.
5. Affidavit of Financial Support with accompanying proof of finances (a bank statement indicating resources for one complete year of attendance) and dated within six months.
6. Copy of Passport ID Page

*There is no application fee for international applicants, except for certain graduate programs.

All accepted students must submit an enrollment deposit of $500 by June 1 for fall admission.

International Student Scholarships

The *President's Global Scholarship* is available to all undergraduate international students. Students may be eligible for awards ranging from $1,000 to $10,000. Every applicant is screened for eligibility based upon merit criteria that include grade point average, test scores, strength of program of study, 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 April 1 to be considered for any level of the *President's Global Scholarship*.

Contact Information

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

Direct Inquiries to the following: Phone: +1 207.941.7014 or email: international@husson.edu (groverc@husson.edu)

Coordinator of International Student Immigration Affairs - *Danielle Beaupre*
Phone: +1 207.941.7085 or Email: Beaupred@husson.edu (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. Prior to being admitted into the professional phase of degree programs (Occupational Therapy, Pharmacy, and Physical Therapy) students must demonstrate successful completion of a minimum of two full time semesters at a post-secondary institution. Requests for exemption to this policy will be considered on an individual basis.

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.

Certificate Programs

Students in this category will develop and update skills while increasing their expertise in a given field or prepare for career advancement.

Certificate programs provide a pathway to earning a bachelor's degree as they are aligned with industry-standards.

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). Minimum grade requirements and course equivalencies can be found at http://www.husson.edu/admissions/undergraduate-professional-admissions/advanced-credit-program/advanced-standing. 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.

Early College Admission Program (ECAP)

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 offers the Early College Access Program.

Program Application Requirements

- Students must currently be in their junior or senior year of high school. ECAP is available to qualified students within the United States, who reside in these states : Maine, New Hampshire, Vermont, Massachusetts, New York, Connecticut, Rhode Island, Maryland and New Jersey.
- Students must be at least in their junior year (starting with the Fall term of the junior year) or senior year, or equivalent.
- Students must have a cumulative GPA of at least 80 or equivalent; students seeking to enroll in a 7-week accelerated course must have a minimum GPA of 90 or equivalent.
- Parent and high school counselor consent forms for participation in the ECAP must be received as part of the application process.
- Homeschooled students: a statement from either the counselor or principal from the local school administrative unit where the student resides that confirms academic progress and abilities of the student, for program consideration, is required.

Program Conditions

- Tuition is free except for the cost of books and material fees
- Students are allowed to take a maximum of two courses a semester for a maximum total of 21 credits over 2 years.
- Students shall register for level 100-200 courses.
- Some courses may have prerequisites that need to be met.
- Enrollment in courses depends on space availability.
- The program ends when a student either earns 21 credits prior to graduation or after the Spring term just prior to graduation.

Program Information and Application Link for ECAP may be found at: https://www.husson.edu/admissions/undergraduate-professional-admissions/advanced-credit-program/ecap/

Additional Information: Contact the Admissions Office at 207-941-7100 or email ecap@husson.edu

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 ECAP).

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 made available to the transferee.

Transfer credit will be considered from institutions whose accrediting body is approved by the Council on Higher Education Accreditation (CHEA), or as outlined in an articulation agreement, with the following guidelines:

Transfer students may be eligible to transfer up to, but may not exceed, 90 credit hours into Husson University.

A grade of "C" or better must be attained for credit to be considered. Exceptions to the grading policy may be waived if credits were used in the awarding of an associates or bachelor’s degree.

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.

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. 11).

Prior Learning Assessment

Students interested in enrolling in the Husson University's Prior Learning Assessment class, PA 100, should first consult with his or her academic advisor, or admission's counselor, to discuss his or her degree plan. Students who have acquired a minimum of two years of professional work experience and have successfully completed a college composition course are eligible to seek award of college credits via prior learning assessment. 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.

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 College Algebra will be required to complete an online math placement assessment. The assessment results will determine class placement for math. Students are placed in English courses based on their previous transcripts. Placement changes may take place during the add/drop period.

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

Page Contents

- Tuition (p. 23)
- Fees (p. 23)
- Room and Board (p. 24)
- Annual Charges (p. 24)
- Textbooks (p. 24)
- Additional Fees (p. 24)

- New, Readmitted, and Returning Students (p. 25)
- Payment Plans (p. 25)
- Deferred Tuition Plan for Employer Reimbursed Students (p. 25)
- Tuition Assistance (p. 25)
- Financial Clearance (p. 25)
- Tuition Refund Policy (p. 26)
- Residence Refund Policy (p. 26)
- Return of Unearned Military Tuition Assistance (TA) Funds (p. 26)

Undergraduate Programs

Description	Fee
Undergraduate Tuition	$650 per credit hour
Summer School	$586 per credit hour
Alternative Teacher Certification	$650 per credit hour

Online Programs

Description	Fee
Online Learning - Undergraduate Courses	$398 per credit hour
Online Learning - Graduate Courses	$548 per credit hour (unless otherwise noted below)

Graduate and Professional Programs

Description	Fee
Doctor of Pharmacy - Professional Phase: Years 3 to 6 (See base tuition for pre-pharmacy years 1 and 2)	$1,104 per credit hour
Doctor of Physical Therapy - Professional Phase: Years 4, 5 and 6 (See base tuition for years 1, 2 and 3)	$766 per credit hour
Master of Business Administration (Traditional Classroom & Online)	$548 per credit hour
Master of Science in Clinical Mental Health Counseling	$682 per credit hour
Master of Science in Criminal Justice Administration	$548 per credit hour
Master of Science in Human Relations	$682 per credit hour
Master of Science in Nursing and Post-Master's Certificate (APRN/FNP)	$682 per credit hour
Master of Science in Occupational Therapy - Professional Phase: Years 3, 4 and 5 (See base tuition for years 1 and 2)	$754 per credit hour
Master of Science in School Counseling	$682 per credit hour
Graduate Certificate Programs (does not include Post Master's APRN/FNP)	$548 per credit hour

Fees

Description	Fee
Comprehensive Fee - students registered for 9 or more credits per semester	$470 per semester/$940 per academic year
Comprehensive Fee - students registered for 6 to 8 credits per semester	$315 per semester/$630 per academic year
Comprehensive Fee - students registered for less than 6 credits per semester	$115 per semester/$230 per academic year
NESCom Lab Fee	$490 per semester/$980 per academic year
New Student Fee - entering first-year undergraduate students only	$125 Fall entry
International Student Service Fee - students that are charged the international student service fee are not charged the new student fee.	$500 per semester/$1,000 per academic year
Insurance - all full-time students must have health insurance coverage. Those students not already covered may be eligible to purchase insurance through Husson, contact the Office of Student Accounts for eligibility requirements.	$3,218 Fall entry/$1,871 Spring entry *2022-2023 rate subject to change
ATI Testing Fee	Subject to individual course enrollment
Praxis Exam Fee	Cost subject to individual exam enrollment
Malpractice and Workers Compensation Insurance Fee (OT/PT/Nursing/PharmD Students)	$100* subject to change
Course, Clinical and Course Materials Fees - See the Office of Student Accounts for a listing of fees by semester.	Subject to individual course enrollment
Program Fees - Fees charged to students to cover differential costs associated with programs (listed below).	
Nursing (BSN)	$380 per semester/$640 per academic year
Nursing (MSN)	$380 per semester/$760 per academic year
Occupational Therapy	$200 per semester/$400 per academic year
Physical Therapy	$260 per semester/$520 per academic year
Pharmacy	$600 per semester/$1,200 per academic year
Supplemental Program Fees	Subject to individual program enrollment

Room and Board

Description	Fee
Standard Double Room	$2,854 per semester; $5,708 per academic year
Single - Standard Double Room	$3,705 per semester; $7,410 per academic year
Suite Double Room - Living Learning Center	$3,207.50 per semester; $6,415 per academic year
Suite Single Room - Living Learning Center	$4,652 per semester/$9,304 per academic year
Single - Townhouse	$4,170.50 per semester; $8,341 per academic year *Please contact Residence Life for 12 month contract options.
Board - Base Dining Plan	$2,841.50 per semester/$5,683 per academic year
Board - Premium Dining Plan	$2,941.50 per semester/$5,883 per academic year

Annual Charges

Fall 2022 - Spring 2023 (Undergraduate)

The standard undergraduate day division tuition rate for the 2022-2023 academic year is $650 per credit hour. The tuition for a normal thirty-one (31) hour academic load is $20,150. The standard room and board charge for a resident student will be $11,391 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 $650 per credit hour)	$20,150	$20,150
Room and Board - Standard	N/A	$11,391
Comprehensive Fee (See Below)	$940	$940
Total	$21,090	$32,481

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 $800 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.

Audit Tuition

Audit tuition is one half of the applicable undergraduate or graduate tuition rate. Audit enrollments are assessed the same student fees as credit enrollments.

Additional Fees

The comprehensive fee is a mandatory fee charged to all students. It pays for a variety of services including student clubs, activities, and events on campus. It also helps to support student services including the Center for Student Success (OASIS), the Learning Center, and technology improvements. The fee amount is determined based on credit hours enrolled.

The new student fee is a nonrefundable fee that is required of all new students. The fee helps to offset administrative and other costs involved in welcoming students to the university.

The international student services fee is assessed to all degree seeking international students and covers enrollment and immigration advising services; government compliance and reporting; application fee waivers; orientation program; language assessment; peer mentor support services; student success guidance; visa services (Social Security Number acquisition; Curricular Practical Training and Optional Practical Training support, etc.); and other administrative services.

All Graduate students enrolled in 6 or more credit hours and all Undergraduate students enrolled in 9 or more credit hours are eligible and are automatically enrolled in the Husson University Student Health Insurance Plan, unless a waiver providing proof of other qualifying insurance is received by September 6, 2022 for fall and January 24, 2023 for spring entry students. The Student Health Insurance Program is not available to Extended Learning students, non-Bangor campuses or students enrolled in online courses. A brochure describing the insurance and premium rate is available at the Office of Student Accounts upon request.

An annual malpractice and workers compensation insurance fee of $100* is required for Nursing, Physical Therapy, Occupational Therapy and Pharmacy students. *Subject to Change

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 standard rooms will be assessed an additional $851 per semester. Students occupying single suite rooms will be assessed an additional $1,444.50 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.

A late financial clearance fee of $100 is assessed to any student that does not meet the established University financial clearance deadlines in any given semester.

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 Office of Student Accounts 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. This plan is administered by a third party.

Deferred Tuition Plan for Employer Reimbursed Students

If a student relies upon an employer's tuition reimbursement plan to pay for courses, Husson University allows students to defer tuition payment until 30 days after the grades for those courses have been posted. Receiving an Incomplete or an "X" grade (failure for excessive absences) begins the 30 day period for payment. The deferment allows for sufficient time for students and employers to process payments.

Rights and Responsibilities:

- Students must submit a deferred tuition contract online https://www.husson.edu/admissions/tuition-and-costs/deferred-tuition-contract for each enrollment period.
- If tuition reimbursement is less than 100%, the student is responsible for any amount not reimbursable by the employer. This amount is due by the semester's financial clearance deadline.
- Financial aid awarded to pay account balance will be relied upon by Husson University instead of the deferred tuition plan.
- Additionally, if reimbursement from the company has not been paid to the University by the end of the 30 day period after the grades have been posted, the student will no longer be eligible for this deferred payment option and will be subject to standard University collection procedures.
- Husson University reserves the right to deny or cancel enrollment in the deferred tuition plan for students who are not in good financial or academic standing.
- This plan and the supporting agreements are subject to change at the discretion of Husson University.

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. Information on tuition assistance can be upload via the student portal, to upload a document via the student portal login and navigate to "Uploads" on the menu, click "Upload documents to Student Accounts" and follow the prompts to complete the upload.

Financial Clearance

The University expects the student to be financially responsible for their student account balance. All accounts at the University are in the student's name regardless of the source of payment. Invoices are mailed directly to the student's billing address on file and they are also available electronically, https://estudent.husson.edu/Billing.asp. All charges are payable in full by the financial clearance deadline for the semester.

Financial clearance is a term used to verify that a student will be attending classes for which he/she has registered in a given semester and that all *financial* obligations associated with the registration have been settled. The University's fall financial clearance date is July 18th and the spring financial clearance date is January 16th. The dates will be adjusted to the next business day if they fall on a weekend calendar day. Students who are not financially cleared will be subject to the following administrative sanctions:

The University will contact all students who are not financially cleared by the semester due date. If the student has not made financial arrangements to pay their student account balance there will be a hold placed on the student account. Financial arrangements would consist of paying the account in full, signing up for a payment plan, alternative loan(s) or combination of payment methods to fulfill the balance.

Husson University offers many options to pay tuition on time:

- We accept cash, check, money order, Visa, MasterCard, Discover and American Express.
- Interest-free monthly payment plans through a third party: https://mycollegepaymentplan.com/husson/
- Employer Reimbursement Deferment Tuition Plan/Third Party Authorizations
- Financial Aid Awards (must complete a FAFSA in order to receive federal aid)

For Recipients of Chapter 33 and Chapter 31 benefits only:

Husson University will not deny a student access to classrooms, libraries or other institutional facilities, make the student borrow money to cover the cost while waiting for payment from the VA or charge a student a late fee or penalty while we are awaiting payment from the VA for tuition and fees. If the balance due is not related to tuition and fees Husson University may implement the same holds or penalties that apply to students not using Chapter 33 or Chapter 31 benefits.

Husson University requires that students wishing to use their Chapter 33 or Chapter 31 benefits submit a request for certification online at www.husson.edu/veterans. In addition to this request, students are also required to submit a Certificate of Eligibility, a Form 1905 or a Statement of Benefit from the VA no later than the first day of classes.

This policy is written to comply with Section 103, PL 115-407 and ends when the VA makes payment or 90 days after the date the school certifies or invoices for tuition and fees provided the student submitted the required request for certification and required documentation outlining benefit eligibility.

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. Financial aid policies can be found at https://www.husson.edu/financial-aid/keeping-your-financial-aid.

For program withdrawals during the regular academic year or for terms that are 15 weeks in length, 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	Refund Percentage
During the First week *Please note for 7 week sessions there are no adjustments after this period.	100%
During the Second Week	85%
During the Third Week	70%
During the Fourth Week	55%
During the Fifth Week	40%
During the Sixth Week	25%
After the Sixth Week	0%

Non-standard semester withdrawals will be prorated using the following schedule:

Withdrawal Date	Refund Percentage
Withdrawal on or before the number of days equal to the number of weeks a class is scheduled.	100%
For example, for a six week course, a refund will be granted through the sixth day.	
After the number of days equal to the number of weeks a class is scheduled.	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).

Return of Unearned Military Tuition Assistance (TA) Funds

Military Tuition Assistance is a U.S. Department of Defense program. Tuition Assistance rules vary by branch of service and even vary between different units within the same branch depending on whether the unit is active, reserve, or National Guard. Tuition Assistance funds will be applied to tuition costs only.

Military Tuition Assistance Recipients

Military Tuition Assistance (TA) is awarded to a student under the assumption that the student will attend school for the entire period for which the assistance is awarded. When a student withdraws, the student may no longer be eligible for the full amount of TA funds originally awarded. To comply with the U.S. Department of Defense policy, Husson University will return any unearned TA funds on a proportional basis through at least the 60% portion of the period for which the funds were provided. In instances when a Service member stops attending due to military service obligation, Husson University will work with the affected Service member to identify solutions that will not result in a student debt for the returned portion.

Withdrawals

A student's official withdrawal date is used as the last date of attendance and to calculate earned percentage of TA. A student's official withdrawal date is determined by using the last date of attendance that is documented and submitted to the Office of the Registrar.

Once the last date of attendance has been determined, Husson University will recalculate a student's TA eligibility based on the following formula:

Number of days completed/Total days of the course (start to end date) = Percent of TA earned

The amount of TA funding that is earned is determined on a pro-rata basis. Once a student has attended at least 60% of the period for which TA funds were approved, the student is considered to have earned 100% of the TA funds.

For example: If a student enrolled for a term that was 109 days in length, attended 40 days of classes, the percent earned would be 36% (40/109 = .36). 64% of tuition assistance paid to the University must be returned possibly creating a balance on the student's account.

In another example, if a student enrolled for a term that was 109 days in length, attended 75 days of classes, the percent earned would be 68% (68/109 = .68). Since the student had completed at least 60% of the period for which TA funds were approved the student is considered to have earned 100% of the TA funds and there would be no return of TA.

Please note this policy is different than the institution's standard refund policy.

Schedule of Return of Unearned TA Funds to the government:

15 Weeks in Length:

Week of Term	Refund Percentage
During First Week	100%
During Second Week	90%
During Third Week	80%
During Fourth Week	70%

During Fifth Week	60%
During Sixth Week	50%
During Seventh Week	40%
During Eighth Week	30%
During Ninth Week	25%
After Ninth Week	0%

7 Weeks in Length:

Withdrawal Date	Refund Percentage
During First Week	100%
During Second Week	80%
During Third Week	60%
During Fourth Week	40%
During Fifth Week	25%
After Fifth Week	0%

Financial Aid

Page Contents

- Financial Aid Sources (p. 27)
- Withdrawal (p. 27)
- Satisfactory Academic Progress (p. 28)

Students attending Husson University annually receive financial aid funds totaling in excess of $65 million from federal, state, private, and institutional 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 students and their parents, if applicable. This information is analyzed by the Department of Education and provided to financial aid agencies and institutions. The FAFSA should be completed as soon after October 1 as possible to ensure equitable consideration for existing aid resources. All applicants must file by April 15 in order to be considered for all available financial aid.

Financial aid is renewed annually based upon continued financial need as demonstrated through the annual filing of the FAFSA 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 scholarship information.

Federal Sources

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

State Sources

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

Institutional Grants and Scholarships

- Husson annually offers a limited amount of grant and scholarship assistance to students with demonstrated financial need and/or academic achievement.

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 (through Nelnet Campus Commerce)
- Alternative Education Loans from Private Lenders (list available at www.elmselect.com)

See the Financial Aid Office's webpage at https://www.husson.edu/financial-aid/scholarships/ ***for a complete list of scholarships.***

Withdrawal

Withdrawal from School

If you register and then withdraw from all classes, your eligibility for aid will be recalculated based on the number of days you attended class. If you withdraw from all classes prior to the first class day, any financial aid received will be returned. If you withdraw on or after the first class day, you may have to repay a portion of any financial aid received. If you withdraw, you should consult the definition of Satisfactory Academic Progress to determine if your withdrawal will affect your eligibility for future aid. If you are withdrawing from classes, you should contact the Center for Student Success to start the process. After the paperwork has been completed and signed by all parties, it will be processed and any refund calculations will be based on your official withdrawal date. Students are notified of refund requirements via policies on the Husson University website, in the student handbook, and in the college catalog.

The Higher Education Amendments of 1998 changed the formula for calculating the amount of aid a student and school can retain when the student withdraws from all classes (Consumer Information 34 CFR 668.22). This law specifies how Husson University must determine the amount of Title IV program assistance that you earn if you withdraw from school. The Title IV programs that are covered by this are: Federal Pell Grants, Direct Loans, Direct PLUS Loans, and Federal Supplemental Education Opportunity Grants (FSEOG).

Though your aid is posted to your account at the start of each semester/term, you earn the funds as you complete the semester/term. If you withdraw during your period of enrollment, the amount of the Title IV program assistance that you have earned up to that point is determined by a specific formula. If you received (or Husson or your parent received

on your behalf) less assistance than the amount that you earned, you may be able to receive those additional funds. If you received more assistance than you earned, the excess funds must be returned by Husson University and/or by you.

If a refund is due by the school, it will be made to the appropriate Title IV fund within 45 days of the date of official withdrawal or within 45 days of the date of determination of withdrawal if the student does not officially withdraw.

The order of Title IV refunds is as follows:

1. Federal Direct Unsubsidized Loan
2. Federal Direct Subsidized Loan
3. Federal Direct PLUS Loans
4. Federal Pell Grant
5. Federal SEOG

The amount of assistance that you have earned is determined on a prorated basis. For example, if you completed 30% of your period of enrollment, you earn 30% of the assistance you were originally scheduled to receive. Once you have completed more than 60% of the period of enrollment, you earn all the assistance that you were scheduled to receive for that period.

If you did not receive all of the funds you earned, you may be due a post-withdrawal disbursement. If your post-withdrawal disbursement includes loan funds, Husson must get your permission before it can disburse them. You may choose to decline some or all of the loan funds so that you don't incur additional debt (which we highly encourage). We may automatically use all or a portion of your post-withdrawal disbursement of grant funds for tuition, fees, and room/board charges. Husson needs your permission to use the post-withdrawal disbursement for all other school charges. If you do not give your permission, you will be offered the funds. However, it may be in the best interest to allow us to keep the funds to reduce your debt at the school.

If you receive (or Husson or parent receives on your behalf) excess Title IV program funds that must be returned, your school must return a portion of the excess equal to the lesser of:

1. Husson charges are multiplied by the unearned percentage of your funds, or

2. The entire amount of excess funds.

We must return this amount even if you didn't keep this amount of your Title IV program funds. If Husson is not required to return all of the excess funds, you must return the remaining amount. Any loan funds that you must return, you (or your parent for a Direct PLUS Loan) repay in accordance with the terms of the promissory note. That is, you make a scheduled payment to the holder of the loan over a period of time.

Any amount of unearned grant funds that you must return is called an overpayment. The maximum amount of a grant overpayment that you must repay is half of the grant funds you received or were scheduled to receive. You do not have to repay a grant overpayment if the original amount of the overpayment is $50 or less. You must make arrangements with Student Accounts or the Department of Education to return the unearned grant funds.

The requirements for Title IV program funds when you withdraw are separate from any refund policy that Husson has. Therefore, you may still owe funds to the school to cover unpaid institutional charges. Husson may also charge you for any Title IV program funds that the school is required to return. Please refer to Husson's Institutional Refund policy for refund percentage schedules.

If you have any questions about your Title IV program funds, you can call Federal Student Aid Information Center at 1.800.4.FEDAID (1.800.433.3243). TTY users may call 1.800.730.8913. Information is also available on Student Aid at www.studentaid.ed.gov.

Satisfactory Academic Progress Financial Aid Policy

Satisfactory Academic Progress (SAP) standards ensure that each student is successfully completing their coursework and can continue to receive financial aid. The U.S. Department of Education requires that ALL students who receive financial assistance make real and measurable progress in the academic program in which they are enrolled. Husson University must establish, publish, and apply standards to monitor each student's progress toward completing their degree program. SAP affects all federal and state aid, as well as most forms of need-based institutional aid, *including the Husson employee tuition waiver*.

To be and to remain eligible for financial aid, you must meet specific minimum thresholds in both cumulative GPA and cumulative credit-hour-completion rate as seen below:

Undergraduate students:

# of credits attempted	GPA below	or earned greater than x % of attempted credits
1-23	1.50	67%
24-53	1.70	67%
54-83	1.80	67%
84+	2.0	67%

Graduate students:

# of credits attempted	GPA below	or earned greater than x % of attempted credits
Doctorate of Pharmacy	2.0	67%
All Other Graduate Programs	3.0	67%

How often is my progress checked?

SAP is reviewed at the end of every fall, spring and summer semesters for all semester-based students. For term-based students, SAP is reviewed after increments of 21 weeks.

What is a Financial Aid Warning?

If you fail to meet the required minimum GPA and/or completion standards, you will be placed on a SAP Warning for one semester/payment period. You *may still* receive financial aid during your Warning period.

- If you attain the required GPA and/or completed credits percentage standards by the end of your Warning period, you will no longer be on a SAP Warning.
- If you fail to meet the required minimum GPA and/or credit hour completion rate at the end of your Warning period, you will be **disqualified** from using financial aid in subsequent semesters.

What is Financial Aid Disqualification?

If you were placed on SAP Warning in a previous payment period and continued to fall below minimum requirements at the end of that Warning period, you will be placed on SAP Disqualification, causing the loss of financial aid eligibility going forward. You will receive an email from the Financial Aid Office notifying you of your SAP Disqualification. You have two options on a SAP Disqualification:

1. You may appeal the Disqualification (details below)
2. You may continue without the benefits of financial aid. You will still be responsible for finding a way to pay your student account charges if you decide not to appeal. Other ways to pay include a payment plan (https://mycollegepaymentplan.com/husson) or private education student loans (www.elmselect.com).

What is required for an appeal?

You may appeal your SAP Disqualification status. All appeals ***must*** include ***both*** of the following requirements before our SAP Appeal Committee can review your appeal:

1. A statement that discusses the *circumstances* that kept you from meeting SAP requirements, and what you will *change or do differently* in order to foster academic success moving forward. Circumstances for an appeal can include, but are not limited to:
    a. The death of a relative
    b. Injury or illness of the student
    c. Other special circumstances, such as:
        i. Family difficulties, such as divorce or illness
        ii. Interpersonal problems with friends, roommates, significant others, etc.
        iii. Difficulty balancing school and work, athletics, family responsibilities, etc.
        iv. Financial difficulties.
2. A letter of support from your academic advisor, endorsing your academic plan moving forward.

Is there an Appeal Deadline?

Your appeal must be submitted within 30 days of notice of the disqualification. Incomplete appeals will not be reviewed. Once all required pieces of information are received, the SAP Appeal Committee will review your appeal within 14 business days and notify you of their decision via email.

If my Appeal is Granted, will all my Aid be Reinstated?

If your appeal is approved, your financial aid will be reinstated for the appropriate terms in accordance with federal, state, and university regulations, processing requirements/deadlines, and availability of funds.

SAP Probation:

You will be placed on SAP Probation if your appeal is approved. Under SAP Probation, you may receive financial aid for one payment period. After the payment period is complete, you *must* either meet the SAP minimum standards *or* the requirements of the academic plan developed by your advisor and the Financial Aid Office to continue to be eligible for financial aid. If you do not successfully follow the academic plan or meet minimum requirements you will no longer be eligible for financial aid and would be placed on SAP Disqualification again. You may submit another appeal, however this does not guarantee your subsequent appeal will be approved.

What are My Options if my Appeal is Denied?

You may continue without the benefit of financial aid. You may apply for a payment plan or explore your options for alternative student loans via www.elmselect.com.

Additional SAP information:

- *Class failures, withdrawals, and incompletes are considered attempted, but not completed credits for the purposes of evaluating Satisfactory Academic Progress.*
- *Submission of an appeal **does not guarantee** reinstatement of your eligibility.*
- *There is no limit on the number of times you may appeal a SAP disqualification.*
- ***ALL** credits attempted and earned will be included when calculating your maximum attempted credits, GPA, and completed credits percentage.*
- *If you change majors, the credits you earn under all majors will be included in your GPA calculation as well as the calculation of credits you have attempted and earned.*
- *If you take undergraduate courses while you are a graduate student, credits you earn will be included in your GPA, completed credits, and maximum attempted credits.*

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.

General Education

Starting in 2012, as part of its ongoing commitment to inspiring and preparing students for professional careers in current and emerging fields within the context of an education informed by the sciences and humanities, Husson University began revising its General Education curriculum with the following goals in mind:

- Provide a more integrated experience stressing the context and connections of General Education in informing major fields of study
- Develop a greater understanding of the purpose and importance of General Education in the curriculum by students, parents, and faculty
- Better prepare students for the demands of the new century
- Create greater efficiency in the curriculum
- Provide greater choice and flexibility to students
- Continue to meet and exceed accreditation requirements
- Improve assessment of student learning outcomes and share assessment data across campus units to better inform curriculum decisions

The Faculty Forum voted to adopt the following mission statement and learning outcomes during the 2015-2016 academic year. Over the course of the 2016-2017 academic year, the General Education Task Force and General Education Committee of the Faculty Forum began creating a new structure for Husson's General Education program with hopes that it will be implemented as quickly as possible in subsequent academic years.

General Education Mission Statement (adopted 2015)

The mission of the general education core curriculum at Husson University is three-fold:

1. to educate students in broad, foundational knowledge encompassing their larger societies and cultures;
2. to educate students in universal and multi-faceted skills including communication, problem solving, and critical thinking
3. to open students' minds to the life-possibilities available to them with a Husson education.

Students build upon this core as they move through their major programs by

1. using their cultural competencies to better serve their patients, employers, peers, or customers
2. applying their intellectual skills to discipline-specific studies or occupations
3. taking full advantage of social, economic, and cultural opportunities to be successful, productive members of their chosen communities.

General Education Outcomes (adopted 2016)

All General Education outcomes require "adequate breadth" by showing a "balanced regard for what are traditionally referred to as the arts and humanities, the sciences including mathematics, and the social sciences." These outcomes require "offerings that focus on the subject matter and methodologies of these three primary domains of knowledge as well as on their relationships to one another." NEASC *Standards for Accreditation* p. 8 https://cihe.neasc.org/downloads/Standards/Standards_for_Accreditation.pdf

1. Knowledge:

Students will demonstrate basic knowledge of human cultures and how those impact the individual, and the physical and natural worlds.

Students will explore, identify, explain, and apply the ways in which knowledge is created about the individual, society and the physical and natural worlds. They will identify and apply methods of quantitative and qualitative investigative research and of presentation.

2. Perspectives:

Students will be able to identify, explain, and apply a wide variety of fundamental human perspectives—global, historical, cultural, racial, gendered, social, economic, religious, political, psychological and geographical—through studies in the humanities, social sciences, arts, math, and science.

Students will integrate knowledge garnered from the course work in general education to shape their informed perspectives on global issues as well as their own lives. Such awareness will help students make intelligent assessments and choices when encountering diverse people, ideas, beliefs and cultures.

3. Thinking:

Reasoning—Students will identify, understand, and be able to use different methods of reasoning effectively.

Problem Solving—Students will rationally solve problems and make decisions through analysis and synthesis of relevant information.

Creative Thinking—Students will demonstrate capacity to analyze, synthesize, and interpret ideas and representations of human experience found in literature, philosophy, psychology and the arts in order to create and express new ideas.

4. Skills

Students will demonstrate essential college level skills associated with reading comprehension, careful interpretation of texts, clear oral and written communication, and use of technology.

Students will demonstrate capacity to gather, analyze, interpret, and articulate quantitative and qualitative information and results.

Upon completion of their general education curriculum, students will have

- Understood, interpreted, and communicated ideas and information using written, oral and visual media.
- Thought critically and creatively to solve unfamiliar problems
- Used quantitative and qualitative reasoning in a variety of general education contexts.
- Demonstrated an understanding of the history, principles, economics, psychology and politics of the United States and the wider world.
- Demonstrated an awareness of different social and cultural perspectives.
- Demonstrated proficiency in computer and information literacy.
- Demonstrated an understanding of how the social sciences describe and explain interpersonal and intrapersonal behaviors
- Demonstrated an understanding of how the biological and physical sciences, social sciences, and humanities describe and explain the natural world.
- Identified and explained aesthetic and ethical dimensions of humankind.

General Education Curriculum (adopted 2017; amended 2019)

I. Core Skills I—10-11 HOURS

EH 105—3 HOURS

*MATH I—3-4 HOURS
***General Education Requirement (Math I) 3-4 credits**

Courses meeting the general education requirement for Math I should focus on advancing a student's symbolic, algorithmic, and deductive reasoning and includes traditional courses such as College Algebra, Pre-Calculus, Calculus and the like. All such courses should seek to support the techniques needed for further study in mathematics, natural sciences, and other quantitative fields. While applications are always important in any course, courses whose primary motivation is to apply previously mastered mathematical skills to specific subject areas or to provide an opportunity to review mathematical skills below a college algebra level would not qualify as fulfilling this general education requirement. These issues must be addressed when a course is submitted for general education approval.

Philosophical elective—3 HOURS (e.g. PH 100, PH 110, PH 204)

PH courses or those in which 80% or more of course effort time, as identified in the syllabus, is focused on philosophical or religious questions or the histories of such thought. Course materials must focus on open-ended philosophical inquiry in one or more standard areas of philosophical concern (ethics, metaphysics, epistemology, philosophical

aesthetics, or logic) rather than compliance to current professional or legal norms, or natural or social science inquiry.

HE 111—1 HOUR

II. Natural and Social Science Core—13-14 HOURS

*MATH II—3 HOURS

***General Education Requirement (Math II) 3 credits**

Math II is the study of how to mathematically draw valid conclusions from data which is traditionally included in the academic field of statistics. Courses meeting the general education requirement for Inductive Mathematics should focus on developing a student's statistical reasoning to draw conclusions from data and to critique the statistics provided by other sources. Traditional courses in statistics include Introduction to Statistics, Applied Statistics, Bio-statistics and the like. Courses in Inductive Mathematics should seek to support further study in statistics, natural sciences, and other data driven fields. These issues must be addressed when a course is submitted for general education approval.

Laboratory Science Elective—3-4 HOURS

Science elective with lab. Some courses will have labs embedded in the course, and other courses will require separate lab courses. All qualifying science electives or bridges should have a lab component.

Lab Science Laboratory science electives are science electives with lab that use the scientific method to analyze measured data that is collected and interpreted based on physical, biological or environmental systems' experiment and/or design. For the purposes of this definition, scientific method is:

- asking relevant questions about the things around us,
- developing experiments to test the questions in a search for better understanding,
- collecting new and /or gathering existing data relevant to the questions being asked,
- analyzing the data and/or observations,
- drawing conclusions based on the observations and analysis of the data and,
- reporting the experiment and conclusions in language relevant and appropriate to the area under study.

Laboratory science classes must be either a SC and SL co-requisite pair or a SC class where a minimum of 25% of the class time is used for lab/ activities that apply the scientific method and are assessed separately from lecture only material. Courses with science prerequisites are not eligible to be General Education Laboratory Science elective courses.

For courses with separate labs, such as SC 191 and SL 191, both MUST be taken to fulfill the General Education requirement.

Psychological OR Sociological—3 HOURS

Social Science elective met by a psychology or sociology elective or bridge with the goal of demonstrating key knowledge about interpersonal and/ or intrapersonal behaviors. Qualifying courses will have at least 80% of course effort time spent on a psychological or sociological content

Historical—3 HOURS

History elective; the course must be a course in which students will identify and explain key elements in the history of the United States or the world. This course will also have students develop qualitative reasoning skills. Qualifying courses will have at least 80% of course effort time spent on historical content.

HE 112 (Personal Wellness) *Optional

III. Humanities Core—9-10 Hours

Literature elective (prerequisite EH 105)—3 HOURS

EH200+ literature courses and other courses in which 80% or more of course effort time, as identified in the syllabus, focuses on reading and written and oral analysis and/or production of literary texts, their history, meaning, and interpretation, using literary methods.

Fine Arts—3 HOURS

Identifies and explains aesthetic dimensions of humankind. FA-catalogue courses, or courses in which 80% or more of course effort time, as identified in the syllabus, should be focused on fine, visual, or performance art, their techniques, their history, or their interpretation.

Identified and explained aesthetic and ethical dimensions of humankind

Humanities elective—3 HOURS (e.g. CM 100 or PH 100)

Any course that otherwise qualifies as a Fine Arts, FC&C, Philosophical, or Literature Elective, or a non-major general course in speech or human communication.

HE 113 (Personal Finance) *Optional

IV. Perspectives: 9 Hours

Global

Historical

Cultural

Racial

Gendered

Social

Economic

Religious

Political

Psychological

Geographical

Total 41-43 hours

V. Other Requirements

Foreign Culture OR Conversation by proficiency

> Husson University wants its students to demonstrate a focused experience with a particular culture. Students may meet this requirement in one of several ways

LC courses, or courses that are focused experience with a particular culture, in which students learn about a different culture from a very personal or family oriented perspective. A qualifying course should explore the different ways of thinking, feeling and acting within a culture. ASL and some travel courses in which cultural learning amounts to 80% or more of course effort time, as identified in the syllabus, should be focused on FC&C outcomes. The teaching faculty member and/or the materials used should exhibit strong insider knowledge of the history, culture, and language of the other culture, and should have a humanities or cultural perspective rather than a social science perspective.

In order to satisfy the FC or C requirement, students must meet **one** of the conditions below.

1. Conversation (Language)
   a. Passing a language course at Husson University
   b. Presenting an AP score of 3 or better in a language or an appropriate CLEP or IB exam score.
   c. Students who already have a demonstrated second-language proficiency.
2. Cultural Competency
   a. Students may take a course that has an "F" tag in a program or General Education. Courses with "F" tags will focus on the study or immersion in cultural competencies. Courses earning this tag will have at least 80% of course effort time spent on cultural competencies.
   b. Students who have studied in a foreign country and Husson accepts the coursework.
   c. Students who have had significant (usually 6 months or more) personal or professional travel, study, or living exposure in another country.

Bridge Course

At least one course must be a bridge course. Bridge courses are interdisciplinary courses that show the interconnected nature of different fields in answering key questions. The course can bridge multiple fields.

Writing Intensive Course

One "W" (writing intensive) course beyond the required EH sequence. Must be a 300-level or above course within the academic major or in a closely related area of study. Courses designated as WI courses must pass an appropriate review process and meet the following minimum requirements:

1. Writing assignments must constitute at least 30% of the final course grade.

2. The course must contain at least three different writing assignments, at least one of which must require students to revise in response to the instructor's feedback.

3. Students must produce a total of at least 3000 words (roughly 12-14 double spaced pages) of finished prose, and at least 1000 words of informal response papers, prewriting, journals, or other drafts, not including discussion postings on Canvas.

Sustainability

"The diverse contexts in which sustainability occurs makes the general education curriculum the natural place to ensure all students are given the tools necessary to engage in thoughtful and critical dialogue and debate." –Campus Sustainability report

The Campus sustainability Committee defined sustainability as "*the thoughtful consideration of our resource use to minimize our carbon footprint, maximize our environmental stewardship, and better understand our ecological impacts.*" –Campus Sustainability report

Students must take one "S" (sustainability) course: a course with this tag must include incorporate a significant, assessable experience in the course engaging students in the topic of environmental sustainability as defined above.

Community Service

Husson University requires undergraduates to complete 40 Hours of Community Service for graduation.

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. Upon program dismissal, VA benefits will no longer be certified. A minimum of 6 credit hours at the graduate level is required to be considered a full-time graduate student.

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 graduate (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 in the General - Academic Policies section of the catalog, 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

Newly constructed townhouses provide living options for graduate housing. The units include four private bedrooms, 2 full baths, living room, and kitchen. All Townhouses are completely furnished with a bed, mattress, desk, chair, wardrobe, dresser and nightstand in the bedrooms. The living room has a couch, two individual chairs, and the kitchen comes with high top chairs for the breakfast bar and stainless steel appliances (refrigerator and stove). Cable TV and both hardwired and wireless internet are also provided like all other living spaces on campus.

Off-campus rooms and apartments are available in Bangor and the surrounding communities. Due to the local demand for housing, student are advised to make appropriate arrangements in advance of initial enrollment. All inquiries about residence hall spaces should be sent to the Dean of Student Affairs.

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 Online and Extended Learning Programs should consult with the Center Director or Coordinator in their respective locations to determine which degrees can be completed on site or online.

Associate of Science

- University Studies

Bachelor of Science

- Accounting
- Audio Engineering
- Biology
- Business Administration
- Business and Professional Studies
- Conservation Law
- Criminal Justice
- Criminal Justice/ Psychology
- Educational Studies
- Elementary Education
- English
- Exercise Science
- Extended Reality
- Forensic Science
- Graphic/Visual Design
- Health Sciences
- Healthcare Administration and Public Health
- Hospitality & Tourism Management
- Integrated Technology
- Legal Studies
- Liberal Studies
- Marketing
- Marketing Communications
- Mass Communications
- Nursing
- Pre-Medicine
- Professional Communications
- Psychology
- Secondary Education
- Sport Management
- Video/Film Production

Masters

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

Post-Master's Certificates

- Adult Gerontology Acute Care Nurse Practitioner
- Counseling
- Family Nurse Practitioner
- Psychiatric Mental Health Nurse Practitioner

First Professional Doctorate

- Pharmacy
- Physical Therapy

Undergraduate Certificates

- 3D Modeling and Motion Design
- Accounting
- Advanced Live Sound Production
- Advanced Music Production
- Advanced Post Production
- Animal-Assisted Therapy
- Applied Mental Health
- Audio Engineering
- Business Administration
- Communications Technology
- Competitive Intelligence
- Conservation Law Enforcement
- Counter Terrorism and Security

- Criminal Justice
- Data Analytics
- Digital and Social Media Marketing
- Diversity, Equity, and Inclusion
- Elementary Education (Pathways II)
- Entrepreneurship
- Esports Management
- Extended Reality
- Filmmaking
- Finance
- Forensics
- Fundamentals of Video Production
- Graphic Design
- Hospitality
- Leadership
- Marketing Communications
- Paralegal Studies
- Paralegal Certificate - Advanced Civil Practice
- Paralegal Certificate - Advanced Criminal Practice
- Pre Law Studies
- Photography Certificate
- Radio Broadcasting
- Sales
- Secondary Education (Pathways II)
- Small Business
- User Experience Design
- Web Design
- Web Media

Graduate Certificates

- Business Analytics
- Counter Terrorism and Security
- Executive Nursing Business Management
- Healthcare Management
- Hospitality & Tourism Management
- Human Resource Management
- Innovation & Entrepreneurship
- Leadership
- Nursing Global Health Certificate
- Risk Management

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. Criminal Justice/M.S. Criminal Justice Administration
- B.S. Exercise Science/Doctor in Physical Therapy*
- B.S. Healthcare Administration and Public Health/Master of Business Administration
- B.S. Healthcare Administration and Public Health/M.S. in Occupational Therapy*
- B.S. Hospitality and Tourism Management/Master of Business Administration
- B.S. Health Sciences/Doctor of Pharmacy
- B.S. Integrated Technology/Master of Business Administration
- B.S. Mass Communications - Marketing Communications/Master of Business Administration
- B.S. Psychology/M.S. in Clinical Mental Health Counseling
- B.S. Psychology/M.S. in School Counseling
- B.S. Sport Management/Master of Business Administration

*

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, Biology, Coaching, Cultural and Behavioral Sciences, English, History, Hospitality Management, Integrated Technology, Mathematics, Military Leadership, Psychology, Sustainability, and Tourism and Recreation. 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 graduate (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 R.O.T.C.

Army ROTC is a college elective program designed to develop individual leadership skills for either a military or civilian career. Husson students can participate in the ROTC program during freshman and sophomore college years without any military obligation. Credits from ROTC courses can be applied to traditional degree programs like business, criminal justice or nursing. Students will take classes at Husson during their first two years with some physical fitness at the University of Maine campus in Orono. Students will join with University of Maine colleagues in their third and fourth years for classes on the Orono campus.

Army ROTC gives students a wide range of experiences while you work toward your college degree. ROTC combines classroom instruction with hands-on training. The results are skills that give an edge over peers when it comes time to look for a job. Participants may gain scholarship status in their second year and graduate from ROTC as second lieutenants in the Army.

Student Affairs

Husson University offers a variety of student services such has academic services, housing, dining, counseling services and more. The following pages include information concerning University student services managed by the Center for Student Success and the Office of Student Life.

The Center for Student Sucess

Page Contents

- Academic Services (p. 35)
- Accessibility Services (p. 35)
- Animals on Campus (p. 35)
- Career Services (p. 36)
- International Student Services (p. 36)
- New Student Orientation (p. 36)
- Tutoring Center (p. 36)
- Writing Center (p. 36)

Student Success Center

Six departments comprise Husson's Student Success Center: Academic Services; The Tutoring Center; The Writing Center; Career Services; Accessiblity Services; International Student Services. The Center also oversees Husson's New Student Orientations, including EAGLE*Week,* and provides support to students requesting temporary leaves of absence from the University.

Academic Services

Academic Services staff provide guidance, support and advising for students who have not yet declared a major program of study, who are between majors, and who are admitted conditionally. Students receive assistance in clarifying academic goals and exploring the many programs of study offered at Husson. Academic services staff are also resources for students experiencing academic challenges who need assistance with study skills, tutoring, time management and other types of academic support. Academic Services staff collaborate with faculty in all of Husson's Schools/Colleges to support students by utilizing early intervention strategies.

Husson University's freshman seminar course, the Husson Experience, is coordinated through Academic Services. A one-credit, graded requirement for all students, Husson Experience is an extended orientation to Husson's policies, procedures, services and supports all designed to enhance student success. This is a hands-on class that engages students with their peers as they explore critical topics and skills, and which also utilizes upperclass students as peer mentors who play a key role in the class. Students learn time management and other academic skills as they come to a better understanding of themselves and their learning styles. A major/career exploration project gives students key insight into what Husson has to offer them and how their interests and aptitudes align with those opportunities.

The first class session of the Husson Experience meets the first day of Welcome Weekend to ensure all students are well prepared to successfully begin their first semester of college.

Accessibility Services

Husson University is committed to providing reasonable accommodations to otherwise qualified students with documented, qualifying disabilities. Accommodations are provided and supported by our Accessibility Services team. Information regarding where to access support is provided to all incoming students and their parents during New Student Orientation 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 plans at the start of each semester. In order for Husson to provide reasonable accommodations, students must provide documentation of a disability and request accommodations; submission of documentation alone does not establish an accommodation plan. The Accessibility Services office will review documentation and work with the student to assure an appropriate accommodation plan.

If a student with a documented, qualifying disability would like to have an assistance animal reside in their residence hall room, that accommodation must be requested through Accessibility Services. Students with a trained service animal that will be accompanying them on campus also are encouraged to have a conversation with Accessibility Services. Husson University's Animals On Campus policy provides guidance on animals allowed on campus.

Animals On Campus policy

For sanitation and safety reasons, except as provided below, animals (with the exception of fish) are not permitted in Husson University buildings or at outdoor sports facilities. This prohibition shall not apply to animals that are:

- Service or assistance animals under the control of an individual with disabilities

- Used for teaching and research purposes as determined by the Dean or Provost

Pets are permitted on the University's outdoor common areas (hereinafter "campus grounds") when properly controlled and confined and when their presence does not jeopardize the safety or sanitation of the campus grounds or the safety of individuals.

In the case of pets such as dogs, proper confinement shall consist of a cage or a leash of sufficient strength to restrain the dog held by a person competent to govern the behavior of the dog. Any pets brought on the campus grounds must be properly licensed and vaccinated under the laws of Maine and tags indicating such license and vaccination shall at all times be attached to the collar of the pet. In those cases where impoundment is necessary, the owner of the animal or its claimant shall be personally responsible for all costs associated with reclaiming the animal.

Any person who walks an animal on campus grounds shall be responsible for the control and behavior of the animal, as well as the prompt collection and disposal of the solid waste excreted by that animal. Failure to assume such responsibility shall result in the animal being barred from Husson University property.

In accordance with the American with Disabilities Act, Husson University affords special consideration for service and assistance animals. Service animals are permitted to accompany individuals with disabilities in all areas where members of the public are allowed to go. Assistance animals that are not within the service animal definition may be entitled to reside with students in Husson University housing as a reasonable accommodation under the Fair Housing Act as determined on a case-by-case basis by Accessibility Services. If approved, assistance animals are only allowed in the student's residence hall room and on campus grounds.

For further information regarding this policy, please contact Accessibility Services.

Career Services

Career Services supports Husson students and alumni in all aspects of career exploration and professional development. Career Services staff provide a comprehensive array of vocational resources and assistance designed to address the needs of students and alumni at every stage of their college and professional development including: career counseling; choosing a major; internships; graduate school applications; professional networking and etiquette; resume and cover letter development; job search strategies; and interviewing techniques. Career Services maintains a comprehensive website and several social media platforms offering a number of tools designed to support vocational self-assessment, career information, and job search resources. They also maintain a database of current job and internship postings.

International Student Services

Husson University supports a growing population of international students from many countries who will find a full complement of support and advocacy services within the Student Success Center. A Student Success Advisor for international students will assist students in their transition to Husson, foster connections with tutoring and other support services, and facilitate connection with our immigration/Visa services staff member. The Advisor will also act as an academic advisor for international students until they have determined their program of study. This Student Success Advisor directs a week-long orientation for all international students - EAGLE*Week*.

New Student Orientations

Each summer and winter, New Student Orientations are offered through the Center for Student Success. These orientations are intended to provide incoming students and their parents with the information they need to successfully transition to higher education. Programming strands for parents and students throughout the day introduce them to a variety of campus departments and staff who provide many types of student services and 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 attend a presentation by faculty in their college/school and have the opportunity to meet with an advisor in their respective college/school (College of Business, College of Science and Humanities, College of Health and Education, New England School of Communications). Over 90% of Husson students attend a New Student Orientation day.

For those students who are unable to attend a New Student Orientation day, or who are accepted into the University after these dates have passed, many orientation activities are available during Welcome Weekend. Staff in the Student Success Center are also available for individual student assistance on the first day of Welcome Weekend.

Tutoring Center

Academic Services staff manage the Tutoring Center, located in 210 Peabody Hall, which provides peer and faculty tutors in most General Education math and science courses as well as well as many other courses. Supplemental Instructors, upperclass students who have already excelled in the classes they supplement for, reteach course material weekly in small group sessions so as to increase student learning of course content. Supplemental Instruction is offered for several General Education science courses and additional courses are added to the schedule as student and faculty need dictate.

Writing Center

The Writing Center is co-located with the Tutoring Center in 210 Peabody Hall. Writing Center consultants are trained upperclass students who provide assistance for both graduate and undergraduate students for all types of writing in any of the University's courses. English faculty provide training and oversight to Writing Center student consultants as well as provide regular workshops for all Husson students on writing topics.

Office of Student Life

Page Contents

- Student Life (p. 37)
- Student Conduct Code (p. 37)
- Commuter Student Services (p. 37)
- Student Government (p. 37)
- Clubs and Organizations (p. 37)
- Campus Chaplain (p. 37)
- Community and Student Engagement (p. 37)

- Residence Life (p. 37)
- Student Activities (p. 38)
- Wellness Center - Student Health & Counseling Services (p. 38)
- Immunization (p. 38)
- Student Health Insurance (p. 39)

Student Life

The office of Student Life is provides a variety of activities and services that enhance a student's educational experience at Husson University. The departments within Student Life provide engagement for students through purposeful and innovative programs that build a community for both our residential and commuter populations, create a sense of well-being – physically, emotionally and spiritually, foster a diverse, civil and inclusive environment and develop student leaders.

Collaborating with campus partners, Student Life hosts Welcome Weekend for the arrival of new students each fall and spring semester to make the start of their Husson experience a positive and successful transition.

Student Conduct Code

Husson University's Student Conduct Code is administered by the Office of Student Life and is designed to create a civil, educational, and positive environment for students to live, study, and succeed in.

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 Student Conduct Code provides the framework for student behavior within which students are expected to live while a student at Husson University. Adherence to the Student Conduct Code is expected as a student voluntarily associates themselves with the institution. The Husson University Student Conduct Code is published on the University's website.

Commuter Student Services

In partnership with Student Activities, Community and Student Engagement, the Wellness Center, the Student Life Office provides services and guidance to commuter students with any questions or concerns that may arise.

The signature commuter program is the Commuter Assistants (CAs) program. Each incoming commuter student is assigned a CA, who is an experienced student leader who knows the campus well, excels academically and is active in the campus community. CAs strive to be a resource and to assist commuters with the transition to the University.

Student Government

The Student Government serves to represent the best interests of the student body and acts as a liaison to the University Administration. 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. The Student Government office is located in 121 Peabody Hall; e-mail is STUDENTGOV@husson.edu (STUDGOV@husson.edu).

Clubs & Organizations

Over 50 student clubs and organizations exist on the Husson University campus. These groups are student driven and supported by Student Government. Student clubs and organizations provide engagement opportunities in the areas of service, professional development, recreation, social groups and academics. A current list of student clubs and organizations can be found on the University's web site at https://www.husson.edu/directory/clubs-and-organizations/index. New clubs are created every year based upon the interests of the current student body.

Campus Chaplain

The Office of the Chaplain is committed to addressing the spiritual needs of all members of the Husson community (students, administration, faculty and staff). Its mission is to foster an understanding and appreciation for the diverse religious and spiritual life on the university campus. In addition to sponsoring programs and events that encourage learning about various religious traditions and spiritual practices, the Office of the Chaplain also provides services for the University community such as student organizational support and pastoral care.

Community and Student Engagement

Husson University is committed to community engagement. The Student Life Office provides information to help find volunteer projects that students care about and that will benefit the community. A directory of non-profit agencies, both local and global, is housed within Student Life. Additionally, the Office of Career Services utilizes the online College Central System (www.collegecentral.com/husson) which can help students identify other volunteer opportunities.

These agencies allow students to apply and develop their skills to assist in areas such as housing and homelessness, diversity and inclusion causes, food insecurity, health, the environment and sustainability, elder issues and much more.

The greater Bangor area is the service center for most of Central, Eastern and Northern Maine. Bangor is home to three major hospitals, along with dozens of social service agencies, helping people in need. There are plenty of places to get involved, to learn, and to give back.

One of the best ways to get involved in helping others is through Student Government or the 50 plus student clubs and organizations. Almost all of these groups provide service to the community in areas that is appropriate to their mission.

Residence Life

The Office of Residence Life's main goal is to provide a safe and engaging place to live on campus. Through efforts led by Resident Assistants and their Resident Director, each hall establishes a unique community focused on those who reside there each year. Approximately 1100 residents live on campus annually in all of our residential areas. The first residential area are the traditional halls: Bell, Carlisle, and Hart halls. These have single, double, and triple room types. Next is our Darling Learning Center (DLC), suite style living – two double bedrooms with a shared common space and interior bathroom per unit. Finally, we offer upper class students our Townhouses. These are units that house four students in single bedrooms on two floors that include two bathrooms, laundry, a full kitchen, and living room.

For the first two years of their undergraduate careers, there is a housing requirement for students to reside in on-campus unless they meet one or more of the following criteria:

- Are at least 25 years of age upon becoming a student
- Are married
- Commuting from Parent(s), Grandparent(s), or legal guardian(s) residence within 30 miles radius of Husson University
- A military veteran.
- Have a financial hardship
- Have a medical hardship that requires me to make other living arrangements.

Campus Housing Facilities

All bedrooms within all the halls provide the same initial furnishings and amenities:

- desk & chair
- dresser & wardrobe
- bunkable bed frame & mattress
- access to wireless internet & hard-wired data port
- Microchill (combination unit with a freezer, fridge and attached microwave) per room in traditional halls and the suites.

Traditional Halls (Hart, Carlisle and Bell)

The traditional halls are co-ed by floor, mostly double rooms with some single and deluxe singles, with community makeup ranging from first year to graduate students. The traditional halls have private pod-style community bathrooms on each floors.

Suites (Darling Learning Center)

The Edward O. and Mary Ellen Darling Learning Center (DLC) is a suite-style building that hosts classrooms and offices on the first level and living quarters located on the four upper floors of the building. The community makeup ranges from sophomore to graduate students with the exception of the first year Specialty Community. Each suite has two bedrooms, private bathroom, vanity area, and personalized card access on the suite entrance as well as individual bedrooms. The suites also come with a common area that is attached to the two bedrooms that come with a sectional couch and an ottoman. The bedroom furniture are the same as the traditional halls with the exception that each bedroom comes with its own Micro-Chill®.

Townhouses

The townhouse are apartment style living that feels as though students are living off campus with the convenience of residing on campus. The community makeup ranges from juniors to graduate students. They include four private bedrooms, two full bathrooms, living room, and kitchen. All of the townhouses are completely furnished with a bed frame, mattress (twin XL), desk, chair, wardrobe, dresser, and a nightstand in the bedrooms. The living room has a couch, two chairs, a coffee table, and a side table. The kitchen comes with high top chairs for the breakfast bar and full-size appliances (refrigerator and stove). Wireless internet is also provided like all living spaces on campus.

*Note: All housing contracts include a meal plan aside from the townhouse units, which a student can elect to forgo a meal plan to utilize their provided kitchen.

Student Activities

Husson University's Student Activities Office 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 Office by attending events, collaborating on behalf of a student organization and volunteering on events. Current Student Activities Programs can be found on social media and across campus.

Wellness Center - (Student Health & Counseling Services)

The Wellness Center is designed to facilitate the academic success and retention of students by providing support to reach their optimal health and wellness through the delivery of high quality, interim, general and integrated healthcare, health education and illness prevention provided within a welcoming, confidential and professional environment. The Wellness Center offers healthcare services for the students of Husson University and is staffed by a nurse practitioner, nurses, and clinical counselors. The Wellness Center provides services, including but not limited to, the following:

- Routine medical care (physical examinations, sports physicals, reproductive health screenings,)
- Routine lab tests (flu testing, COVID-19 testing, required medical testing for healthcare profession majors, drug testing, STI/STD testing)
- Mental health counseling (in person and tele health individual, group and couples counseling)

Most of the services students receive at The Wellness Center are provided at no cost. Services that have a fee associated are billed to the student's health insurance from the outside lab or directly to the student's account; the Wellness Center does not bill health insurances. When the university is in session, during fall and spring semesters, The Wellness Center is open Monday - Friday with some evening hour appointments available. Calling ahead to schedule an appointment at (207) 941-7625 or email at studenthealth@husson.edu will ensure health needs are prioritized

Immunization

Immunization Requirements the State of Maine (Maine Law, 22-MRSA Sec. 6359) requires certain immunizations for all students on university campuses. As such, Husson University students who are in compliance with the requirements are able to register for classes; those who are not in compliance with the State's law are not allowed to register. The required immunization requirements include:

- One (1) dose of Tetanus/Diphtheria (Td or Tdap) received within the last ten (10) years.
- Two (2) doses of Measles, Mumps and Rubella (MMR) received after (not on) the first birthday. If the MMR was done prior to 1968 students must provide proof that it was done with a live virus.
- Positive titer results are accepted

Husson University, also, requires documentation of immunization against COVID-19

Husson University highly recommends being vaccinated against the following infectious diseases: Meningitis, Hepatitis B, Pertussis, Varicella and the yearly Flu. Husson University typically offers two (2) flu vaccination clinics a year in September and October.

Please upload your vaccination record(s) to the student portal using the "Upload Immunization" link. Once uploaded, your documentation will be sent to the Wellness Center. Immunization and COVID-19 vaccination documentation may also be faxed, 207-941-7866 or emailed to, studenthealth@husson.edu..

For more information about immunizations requirements and exemption options, please go to https://www.husson.edu/student-life/campus-life/student-health-services/services/immunization-requirements.

Student Health Insurance

All full time students are required to have health insurance coverage. It is important to look at your existing insurance to make sure that it can be used in Maine and what you are able to use it for as some insurances, specifically out-of-state plans, only cover emergency services. Husson University makes available to its students a Student Health Insurance Plan with the following provisions and limitations:

- Undergraduate students with 9 or more credits, excluding non-Bangor campuses and online.
- Graduate students with full time equivalency of 6 credits or more, excluding non-Bangor campuses and online.
- The Student Health Insurance Plan is not offered to Extended Learning Students.

Students already insured by another plan are exempt from this requirement upon proof of insurance coverage that is useable in the State of Maine. Students are able to waive insurance via their **student portal (estudent portal login) click on Insurance waiver.** Once verified by the Student Health Plan manager will be notified if the waiver is approved or if the coverage is insufficient and requires the student to purchase the Student Health Insurance Plan.

Husson University is pleased to provide Accident Insurance to our full and part-time students. The accident policy provides reimbursement for eligible medical expenses resulting from a covered accident(s) which occur during the applicable policy period. The policy is secondary insurance, which means it fills deductibles, copay, and coinsurance for a primary insurance policy. This policy only covers accidents and does not cover sickness or prescription drugs unrelated to a covered accident. More information about the Accident Insurance policy can be found at Student Accounts, the Student Life Office and the Wellness Center.

Other Campus Services

Page Contents

- Dining Services (p. 39)
- Athletics and Recreation (p. 39)
- Bookstore (p. 39)
- Student Employment (p. 39)
- Safety and Security Services (p. 40)

Dining Services

Husson University Dining Services welcomes you to the 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 the Dickerman Dining Center.

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.

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

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. 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, indoor and outdoor track. Women's competition includes volleyball, soccer, basketball, softball, swimming, lacrosse, field hockey, cross country, indoor track and outdoor track, and tennis.

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

Husson University's Mary McDonald Bookstore is open Monday through Friday and stocks required course materials for all programs of study at the University. Many textbooks are available for semester rental or in eBook format. The bookstore also offers a wide variety of school supplies, computer and technology products as well as an exclusive line of Husson University apparel and gifts. Visit the bookstore's website for more information on policies, promotions and merchandise. The bookstore e*mail*: bookstore@husson.edu and phone number 207-947-2270.

Student Employment

The Student Employment office serves as a bridge between students and the campus community by assisting students obtain part-time jobs in various departments on campus. Not only can an on campus position provide some extra income and structure to your academic career, but it can also build a resume and enhance professional job skills

and competencies. An on-campus employment position is often a great way to become more connected to the University community.

Safety and Security Services

Husson University is committed to providing our faculty, staff, students, and guests with a safe and friendly environment both on and around our campus. Our Safety & Security Department staff consists of 13 full time and 5 part time Security Officers providing 24/7 campus coverage. Officers patrol the campus, respond to complaints, investigate incidents, and provide an array of services such as assisting with vehicle issues, unlocking doors, issuing Husson University photo ID cards, managing lost and found property, and providing “safe walk” escorts for students and employees on campus. We conduct drills, and engage in planning, training, and emergency preparedness activities. Each year Husson University publishes an Annual Security Report which includes public criminal and fire safety statistics for our campus. Maine is one of the safest states in our nations, and Husson University is particularly safe environment, but because crimes can and does occasionally occur on our campus, we foster a strong working relationship with the Bangor Police Department to resolve incidents when appropriate. We truly believe that we all share a responsibility in keeping our community a safe and enjoyable place to live and visit. To assist us in this collaboration approach towards safety, we strongly encourage all members of our community.

Our Safety & Security Department offers the EagleSafe emergency notification system and a mobile app to report an incident, call for assistance, access emergency plans, or share your location with a trusted friend. In an emergency this system will notify you by email, text , social media and the website, as well as displaying messages on the on-campus digital boards and subscriber devices. This app also allows you to access or connect to Husson services such as Dining, Athletics, or student activities. The Department collaborates with Student Life to offer classes such as CPR, self-defense and other safety programs. For additional information please use the information on our website and learn how to report suspicious activity, prevent crimes, and practice responsible behavior. Husson University Safety & Security is located in 106 Peabody Hall and can be reached at any time by calling 207.941.7911.

Military Affiliated Students

Introduction:

Husson University places a strong value on our veterans, and we make every effort to accommodate your specific needs through the admissions process and beyond. We are a proud participant in the Yellow Ribbon Program and have agreed to the Principles of Excellence executive order.

The Johnny Isakson and David P. Roe, M.D. Veterans Health Care and Benefits Improvement Act of 2020 requires educational institutions to make certain disclosures to students using federal military and/or VA educational benefits. You can access a personalized data sheet by visiting Husson University’s Net Price Calculator. Additional financial information can be found at the NCES College Navigator site.

Getting Started at Husson University:

The first step in enrolling at Husson University is to apply for admission through the Admissions Office.

After you have been accepted and have confirmed that you will attend, you need to provide the following to the VA Certifying Official.

1. Once and done: You must submit a copy of your Certificate of Eligibility (COE) to the VA Certifying Official. You can email veterans@husson.edu a copy of your COE or ebenefits main screen outlining your benefits. You need only provide this at the onset of your enrollment and upon any changes to your eligibility status or VA chapter, as determined by the Veterans Administration. Veterans or eligible dependents may contact the Veterans Administraion directly at 1-888-442-4551 or via the internet at va.gov for your information.
2. Every semester: You need to complete the University's online Request for Certification Form and submit it to the Veterans Affairs Office prior to each semester for which you wish to use your Veterans Education Benefits. Submission of this form prompts the VA Certifying Official to certify your enrollment to the VA. The VA makes all determinations of your eligibility.

To complete the request for certification:

- Visit www.husson.edu/veterans.
- Click on the link on the left hand side titled "Request for Certification" and process the form accordingly.

VA Support Services:

Please keep in mind that in addition to providing education benefits, the VA offers counseling, vocational rehabilitation and employment services, and tutorial assistance to eligible veterans and their dependents. You are encouraged to work with the VA to maximize access to benefits and services.

You can reach the VA at va.gov.

University Student Support Services:

The following services are available for all students at Husson University:

Admissions

Veterans are often evaluated as transfer or adult students. For further information, contact the Associate Director of Transfer Admissions at 207.941.7100 or by email admit@husson.edu. 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.

```
Center for Student Success
```

Six departments comprise Husson’s Student Success Center: Academic Services; Learning Center; Writing Center; Career Services; Disability Services; International Student Services. Additionally, Husson’s New Student Orientations, including EAGLE*Week,* are housed within this Center, and students taking temporary leaves of absence from the University are also supported through this Center. We encourage you to seek their services directly shall you have a need.

Counseling Services

Husson Counseling Services (HCS) is dedicated to providing confidential support to all students in their pursuit of success. The counselors are committed to supporting students as they use their strengths and

resources to develop the skills essential for improved mood, personal growth, relationships and academic success.

Husson Counseling Services staff provides a number of services, including evaluation, personal coaching and performance enhancement, individual therapy, couples therapy, groups, 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 8:00 am - 4:00 pm Monday through Friday.

Student Veteran Association (SVA)

Husson University is proud to have an active chapter of Student Veterans of America on our campus. Students are given the opportunity to perform community service and satisfy their extra curricular activity requirements. Students in this group participate in fundraisers, Open House, the Veterans Day parade, perform community service, and have bi-weekly meetings. For more information contact the SVA leadership directly, SVA leadership information can be found on Husson University's web page.

Veterans Services Center

Husson is proud to offer a student veterans services center designed to support the needs of veterans and dependents of veterans using VA education benefits while in attendance at Husson. The Veterans Services Center is a permanent office located at 209 Peabody Hall on the Bangor campus. The center is staffed by VA work-study students. The VA center is available to veterans and dependents of veterans using VA education benefits throughout the semester via student ID card access.

The center provides a safe environment for veterans and dependents of veterans using VA education benefits to get connected. Services at the center include access to comfortable study spaces, computers, printers, a fax machine and a scanner. The center also has a microwave and a refrigerator.

Other Information You Should Know:

For Recipients of Chapter 33 and Chapter 31 benefits only:

Husson University will not deny a student access to classrooms, libraries or other institutional facilities, make the student borrow money to cover the cost while waiting for payment from the VA or charge a student a late fee or penalty while we are awaiting payment from the VA for tuition and fees. If the balance due is not related to tuition and fees Husson University may implement the same holds or penalties that apply to students not using Chapter 33 or Chapter 31 benefits.

Husson University requires that students wishing to use their Chapter 33 or Chapter 31 benefits submit a request for certification online at www.husson.edu/veterans. In addition to this request, students are also required to submit a Certificate of Eligibility, a Form 1905 or a Statement of Benefit from the VA no later than the first day of classes.

This policy is written to comply with Section 103, PL 115-407 and ends when the VA makes payment or 90 days after the date the school certifies or invoices for tuition and fees provided the student submitted the required request for certification and required documentation outlining benefit eligibility.

For Academic Policy Information please review Husson University's academic policies available at https://nextcatalog.husson.edu/generalinformation/academicpolicies/ (p. 11).

Military Tuition Assistance Recipients

Military Tuition Assistance (TA) is awarded to a student under the assumption that the student will attend school for the entire period for which the assistance is awarded. When a student withdraws, the student may no longer be eligible for the full amount of TA funds originally awarded. To comply with the U.S. Department of Defense policy, Husson University will return any unearned TA funds on a proportional basis through at least the 60% portion of the period for which the funds were provided. In instances when a Service member stops attending due to military service obligation, Husson University will work with the affected Service member to identify solutions that will not result in a student debt for the returned portion.

Withdrawals

A student's official withdrawal date is used as the last date of attendance and to calculate earned percentage of TA. A student's official withdrawal date is determined by using the last date of attendance that is documented and submitted to the Office of the Registrar.

Once the last date of attendance has been determined, Husson University will recalculate a student's TA eligibility based on the following formula:

Number of days completed/Total days of the course (start to end date) = Percent of TA earned

The amount of TA funding that is earned is determined on a pro-rata basis. Once a student has attended at least 60% of the period for which TA funds were approved, the student is considered to have earned 100% of the TA funds.

For example: If a student enrolled for a term that was 109 days in length, attended 40 days of classes, the percent earned would be 36% (40/109 = .36). 64% of tuition assistance paid to the University must be returned possibly creating a balance on the student's account.

In another example, if a student enrolled for a term that was 109 days in length, attended 75 days of classes, the percent earned would be 68% (68/109 = .68). Since the student had completed at least 60% of the period for which TA funds were approved the student is considered to have earned 100% of the TA funds and there would be no return of TA.

Please note this policy is different than the institution's standard refund policy.

Schedule of Return of Unearned TA Funds to the government:

15 Weeks in Length:

Week of Term	Refund Percentage
During First Week	100%
During Second Week	90%
During Third Week	80%
During Fourth Week	70%
During Fifth Week	60%
During Sixth Week	50%
During Seventh Week	40%
During Eighth Week	30%

During Ninth Week	25%
After Ninth Week	0%

7 Weeks in Length:

Withdrawal Date	Refund Percentage
During First Week	100%
During Second Week	80%
During Third Week	60%
During Fourth Week	40%
During Fifth Week	25%
After Fifth Week	0%

GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by VA is available at the official U.S. government Web site at https://www.benefits.va.gov/gibill.

THE COLLEGE OF BUSINESS

Overview:

The College of Business (COB) supports the mission and vision of the university by offering fully accredited undergraduate and graduate professional programs. The COB consists of six schools - School of Accounting; School of Business and Management; School of Hospitality, Sport and Tourism Management; School of Legal Studies; School of Technology and Innovation; and the New England School of Communications (NESCom). We offer degrees in Accounting, Audio Engineering, Business Administration, Business and Professional Studies, Conservation Law, Criminal Justice, Extended Reality (XR), Forensic Science, Graphic/Visual Design, Hospitality and Tourism Management, Integrated Technology, Legal Studies, Marketing Communications, Mass Communications, Sport Management and Video/Film Production as well as a variety of concentrations, certificates and minors. Students interested in careers in these areas can choose from many options at both the undergraduate and graduate levels.

Vision Statement for the College of Business:

To be the premier College of Business in New England providing excellence in education by focusing on students through engagement, experiential learning and community involvement.

Mission Statement for the College of Business:

The College of Business provides high quality, student-centric, experiential education, delivered by engaged faculty in partnership with the community, to prepare students for professional careers and leadership positions while enhancing regional economic development.

Accreditations:

IACBE

Husson University has received specialized accreditation for its business programs through the International Accreditation Council for Business Education https://iacbe.org/ (IACBE) located at 11374 Strang Line Road in Lenexa, Kansas, USA. IACBE is recognized by the Council for Higher Education Accreditation (CHEA) and accredits business programs world-wide.

The following degrees in the College of Business are accredited by IACBE:

- Master of Business Administration (MBA)
- Master of Business Administration with concentrations in:
  - Athletic Administration
  - Business Analytics
  - Healthcare Management
  - Hospitality Management
  - Innovation and Entrepreneurship
  - Organizational Management
  - Risk Management
- Bachelor of Science in Accounting
- Bachelor of Science in Business Administration
- Bachelor of Science in Business Administration with concentrations in:
  - Entrepreneurship and Small Business Management
  - Financial Management
  - Healthcare Management
  - International Business
  - Management
- Bachelor of Science in Financial Planning
- Bachelor of Science in Hospitality and Tourism Management
- Bachelor of Science in Hospitality and Tourism Management with concentrations in:
  - Sales and Marketing
  - Small Business/Enterpreneurship
- Bachelor of Science in Sport Management

Accelerated (4+1) degree options:

- Bachelor of Science in Accounting/Master of Business Administration
- Bachelor of Science in Business Administration - Entrepreneurship and Small Business Management/Master of Business Administration
- Bachelor of Science in Business Administration - Financial Management/Master of Business Administration
- Bachelor of Science in Financial Planning/Master of Business Administration
- Bachelor of Science in Business Administration/Master of Business Administration
- Bachelor of Science in Business Administration - International Business/Master of Business Administration
- Bachelor of Science in Business Administration - Management/ Master of Business Administration
- Bachelor of Science in Hospitality and Tourism Management/Master of Business Administration
- Bachelor of Science in Sport Management/Master of Business Administration

CFP Board

The B.S. Financial Planning degree is a registered CFP Board program. The CFP Board is a Washington, D.C.-based independent 501(c)(3) non-profit organization whose mission is to benefit the public by granting, upholding and promoting the CERTIFIED FINANCIAL PLANNERTM (CFP®) certification. Those who earn the certification are distinguishing themselves among their peers by meeting the CFP Board's education, examination, experience and ethics requirements. Students completing the B.S. Financial Planning degree at Husson University will have met the Education requirement to sit for the CFP® Certification Examination administered by the CFP Board. Students may also have transfer credits analyzed and take courses to meet the requirements to be certified by Husson University to sit for the CFP® Certification Examination administered by the CFP Board.

Carolyn Adams 2022

"BA, Loyola Marymount University"

"J.D., University of Maine School of Law"

Lawrence Ayotte 2014

"BA S., University of Maine Augusta"

"MA, Savanna College of Art and Design"

Theresa Ayotte 2020

"BFA, Kansas State University"

"MA, Savannah College of Art and Design"

Christopher Bruce 2019

"BS, Northeastern University"

"MS, Tiffin University"

Michael Camire 2022

"BS, Husson University"

"MBA, Husson University"

Margaret Campbell 2012

"BA, University of Maine"

"J.D., University of Maine School of Law"

Cristanna Cook 1991

"BS, University of Maine"

"MS, University of Maine"

"Ph.D., University of Tennessee"

Steven Cunningham 2016

"BA, University of South Florida"

"MS, Florida State University"

"Ph.D., Florida State University"

Spiro Doukas 2020

"BS, State University of New York Empire State College"

"MS, State University of New York Maritime College"

"Ed.D., United States Sports Academy"

Robert Duron 2005

"B.BA, Texas A&M University Commerce"

"MS, University of Texas"

"Ph.D., Capella University"

Richard Fabri 2012

"BS, Northeast University"

MSEd. University of Miami

"Ph.D., University of Maine"

Eric Ferguson 2014

"BM, Berklee College of Music"

"MM, California State University"

William Finger 2022

"BA, University of North Carolina"

"MFA, Rochester Institute of Technology"

Edward Goguen 2014

"BS, New England School of Communications"

"MSEd., University of New England"

Douglas Guerrette 2018

"BS, Bryant University"

"MBA, Southern New Hampshire University"

Marie Hansen 2003

"BA, University of Maine"

"Ph.D., The Chicago School of Professional Psychology; J.D. University of Maine School of Law"

Jeffrey Hope 2014

"BS, Emerson College "

"MA, University of Memphis"

Dajung Jun 2022

"BA, University of California"

"MA, Michigan State University"

"Ph.D., Michigan State University"

Michael Kamorski 2014

"BS, University of Massachusetts"

"MS, US Army Command and General Staff College and University of Montana"

"Ed.D., Nova Southeastern University"

Michael Knupp 2010

"BS & BA, University of Maine"

"MS, Boston University"

Ph.D.(c) Dakota State University

Jia Liu 2016

"BA, Beijing Jiaotong University"

"MS, University of Kansas & MS, Chinese Academy of Sciences"

"Ph.D., University of Kansas"

Scott Loiselle 2014

"B.M.-SRT, University of Massachusetts"

"MS, Indiana University Purdue University "

John Michaud 2008

"BA, St. Francis College (now University of New England)"

"MA, Webster University & MA, Naval War College"

Paul Morrow Sr. 2008

"BS, University of Maine"

"J.D., Franklin Pierce Law Center"

Mark Nason 2014

"BS, New England School of Communications"

"M.Ed., Husson University"

Jay Pelletier 2022

"BA, University of Southern Maine"

"MS, Husson University"

Lori Perez 2021

"BS, Westfield State College"

"MS, Central Connecticut State University"

J. Nancy Roberts 2014

"BA, Central Connecticut State University"

"MBA, Husson University"

Stephanie Shayne 2010

"BA, Colby College"

"MBA, Duke University"

"Ed.D., Northeastern University"

James Shimko 2019

"BM, Youngstown State University"

"MBA, Youngstown State University"

"DBA, Walden University"

Joshua Small 2014

"BS, New England School of Communications"

"M.Ed., Husson University"

Lee Speronis 2008

"BS, Tampa University"

"J.D., Stetson University"

Lisa Sturgeon 2022

"BS, Business Administration"

"MS, Husson University"

Scott Traylor 2003

"BS, Drexel University"

"MBA, Husson University"

Steven Vachon 2014

"BA, University of Maine"

"M.Ed., Husson University"

Rodney Verrill 2014

"BS, New England School of Communications"

Brien Walton 2017

"BA, University of the District of Columbia"

"MA, ALM, Harvard University and M.S.Ed, University of Pennsylvania"

"Ed.D., University of Pennsylvania, J.D. University of the District of Columbia, LLM in taxation Georgetown University"

Belinda Wee 2012

"BS, Purdue University"

"MA, University of Minnesota & MBA, Husson University"

"Ph.D., University of Minnesota"

Frank Welch 2014

"BS, New England School of Communications"

"M.Ed., Husson University"

J. Douglas Wellington 2002

"BA, University of Pennsylvania"

"MBA, New York University & MBA, Wharton Graduate School "

J.D. Rutgers University and LLM in taxation New York University

Evan Wigton-Jones 2018

"BA, Boston University"

"MA, Boston University"

"Ph.D., University of California"

Brave Williams 2014

"BA, University of Maine"

"MFA, University of Alabama"

Gerald Wright 2006

"BS, University of Cincinnati"

"Ph.D., Capella University"

Undergraduate Programs in College of Business

University Studies

- A.S. University Studies

Accounting

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

Business Administration

- B.S. Business Administration
  - Concentrations:
    - General
    - Entrepreneurship & Small Business Management
    - Financial Management
    - Healthcare Management
    - International Business
    - Management
- B.S. Business Administration/Master of Business Administration
  - Concentrations: (for undergraduate degree)
    - General
    - Entrepreneurship & Small Business Management
    - Financial Management
    - Healthcare Management
    - International Business
    - Management
  - Concentrations: (for MBA - graduate degree)
    - General
    - Athletic Administration
    - Business Analytics
    - Healthcare Management
    - Hospitality and Tourism Management
    - Innovation and Entrepreneurship
    - Organizational Management
- Certificate Business Administration
- Certificate Competitive Intelligence
- Certificate Entrepreneurship
- Certificate Finance
- Certificate Leadership
- Certificate Sales
- Certificate Small Business Management

Business and Professional Studies

- B.S. Business and Professional Studies

Financial Planning

- B.S. Financial Planning
- B.S. Financial Planning/Master of Business Administration

Conservation Law

- B.S. Conservation Law
- Certificate Conservation Law Enforcement

Criminal Justice

- B.S. Criminal Justice
  - Concentrations:
    - National/Corporate Security
    - Psychology
- B.S. Criminal Justice/B.S. Psychology-MHRT-C
- B.S. Criminal Justice/M.S. Criminal Justice Administration
  - Concentrations:
    - National/Corporate Security
    - Psychology
- Certificate Counter Terrorism and Security
- Certificate Criminal Justice

Forensic Science

- B.S. Forensic Science
- Certificate - Forensics

Legal Studies

- B.S. Legal Studies - Pre-Law
- Certificate Pre-Law
- Certificate Paralegal Studies
- Certificate Advanced Civil Practice
- Certificate Advanced Criminal Practice

Hospitality & Tourism

- B.S. Hospitality & Tourism Management
  - Concentrations:
    - Sales and Marketing
    - Small Business/Entrepreneurship
- B.S. Hospitality & Tourism Management/Master of Business Administration - Hospitality & Tourism Management
- Certificate Hospitality
- Hospitality Minor
- Tourism and Recreation Minor

Sport Management

- B.S. Sport Management
- B.S. Sport Management/Master of Business Administration
- Coaching Minor
- Tourism and Recreation Minor
- Certificate - E-Sports Management

Extended Reality

- B.S. Extended Reality
- Certificate Extended Reality
- Certificate User Experience Design

Integrated Technology

- B.S. Integrated Technology
  - Concentrations:
    - Computer Information Systems
    - Software Development
    - Web Design and Development
- B.S. Integrated Technology/MBA

- Concentrations:
  - Computer Information Systems
  - Software Development
  - Web Design and Development
- Certificate Web Development
- Certificate Web Media
- Integrated Technology Minor

Audio Engineering

- B.S. Audio Engineering
- B.S. Audio Engineering/MBA
- Certificate Advanced Live Sound Production
- Certificate Advanced Music Production
- Certificate Advanced Post Production
- Certificate Audio Engineering

Graphic/Visual Design

- B.S. Graphic/Visual Design
- Certificate 3D Modeling and Motion Design
- Certificate Graphic Design

Marketing Communications

- B.S. Marketing Communications
- B.S. Marketing Communication/MBA
- B.S. Marketing
- Certificate Digital and Social Media Marketing
- Certificate Marketing Communications

Mass Communications

- B.S. Mass Communications
  - Concentrations:
    - Journalism
    - Sports Journalism
- Certificate Communications Technology
- Certificate Photography
- Certificate Radio Broadcasting

Video/Film Production

- B.S. Video/Film Production
- Certificate Filmmaking
- Certificate Fundamentals of Video Production

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 (10) 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.

School of Accounting

Husson Accounting majors begin their study of accounting in their very 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 sizes ensure that students receive the attention they need to do their best. These unique aspects of the Husson Accounting programs produce graduates who are extremely well-trained and ready to enter the profession.

Requirements for Accounting Majors

All Accounting majors must earn an overall 2.0 cumulative grade-point average as well as a 2.0 overall 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 Bachelor of Science in Accounting program is designed to provide students with a strong professional foundation in the accounting concepts necessary for careers in both public accounting and the private sector. Public accountants work with clients in many different industries. They audit the financial records of organizations, provide tax preparation and advice, work with accounting information systems, and consult on a variety of business problems. While some graduates work within large multinational firms, others 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 governmental entity. They are a key part of the management team and analyze data, recommend ways to increase efficiency and profitability, and help plan for the future. Specialized tasks include internal auditing, financial accounting, cost accounting, tax planning and compliance, planning and budgeting, forensic and investigative accounting, information systems security, and data analytics.

In achieving the intended student learning outcomes for the B.S. Accounting degree, students will:

- Integrate the core areas of business to inform decision making
- Apply legal and ethical principles in business to organizational decision making
- Apply business-related quantitative and qualitative methods and tools to formulate management decision alternatives
- Demonstrate leadership skills
- Demonstrate professional business communication
- Demonstrate the ability to work with diverse colleagues in team situations
- Demonstrate thorough technical knowledge of the generally accepted accounting principles and practices tested on the uniform CPA exam

The goal of the accounting program is to prepare future business leaders with a knowledge of accounting concepts and their application to the organization. As an accounting major, the graduate will be well-prepared to oversee the preparation, interpretation, and reporting of economic data for both internal and external users of accounting information.

General Education Courses		
BA 211	Microeconomics	3
BA 212	Macroeconomics	3
BA 302	Business Ethics	3
BA 490	International Business	3
EH 105	College Writing	3
HE 111	The Husson Experience ***	1
MS 132	Probability and Statistics	3
PY 111	General Psychology	3
Fine Arts Elective		3
Foreign Culture and Conversation Elective		3
Historical Elective		3
Humanities Elective (CM 100 Recomended)		3
Lab Science Elective (Must also qualify as a sustainability elective - SC 101 Recomended)		3-4
Literature Elective		3
Math Elective I Elective		4
Philosophical Elective		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 251	Accounting Internship	3
AC 301	Advanced Accounting I	3
AC 302	Advanced Accounting II	3
AC 331	Cost Accounting	3
AC 352	Forensic and Investigative 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
BA 202	Business Law II	3
BA 300	Business Presentations	3
BA 310	Organization and Management	3
BA 362	Financial Management	3
IT 111	Introduction to Microsoft Office	3
IT 214	Spreadsheet Concepts and Applications	3
MK 220	Marketing Fundamentals	3
Open Electives		12
Total Hours		**122-123**

Suggested Course Sequence

First Year

Fall	Hours	Spring	Hours
AC 121	3	AC 122	3
EH 105	3	IT 214	3
HE 111***	1	MS 132	3
IT 111	3	PY 111	3
Deductive Math Elective	4	Philosophical Elective	3
Humanities Elective (CM 100 Recomended)	3		
	17		**15**

Second Year

Fall	Hours	Spring	Hours
AC 201	3	AC 202	3
BA 211	3	BA 202	3
BA 300	3	BA 212	3
BA 310	3	Fine Arts Elective	3
Foreign Culture and Conversation Elective	3	Literature Elective	3
	15		**15**

Third Year

Fall	Hours	Spring	Hours
AC 301	3	AC 302	3

AC 441	3	AC 352	3
AC 471	3	AC 442	3
BA 362	3	BA 302	3
Lab Science Elective (Must also qualify as a sustainability elective - SC 101 Recomended)	3-4	Historical Elective	3
	15-16		**15**

Fourth Year

Fall	Hours	Spring	Hours
AC 331	3	AC 251	3
AC 371	3	Open Elective	3
AC 461	3	Open Elective	3
BA 490	3	Open Elective	3
MK 220	3	Open Elective	3
	15		**15**

Total Hours: 122-123

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

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

The dual Bachelor of Science in Accounting/Master of Business Administration 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 5-year program enables a student to fulfill the Maine Board of Accountancy requirement of 150 semester hours of college education for individuals who wish to become licensed to practice as a Certified Public Accountant (CPA). Graduate-level courses in management complement intensive professional training in accounting to prepare graduates for leadership in the field. Students in this dual degree program achieve the learning outcomes for both the B.S. Accounting and MBA degrees.

General Education Courses		
BA 211	Microeconomics	3
BA 212	Macroeconomics	3
BA 302	Business Ethics	3
BA 490	International Business	3
EH 105	College Writing	3
HE 111	The Husson Experience ***	1
MS 132	Probability and Statistics	3
PY 111	General Psychology	3
Fine Arts Elective		3
Foreign Culture and Conversation Elective		3
Historical Elective		3
Humanities Elective (CM 100 Recommended)		3
Lab Science Elective (Must also qualify as a sustainability elective - SC 101 Recommended)		3-4
Literature Elective		3
Math I Elective		4
Philosophical Elective		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 251	Accounting Internship	3
AC 301	Advanced Accounting I	3
AC 302	Advanced Accounting II	3
AC 331	Cost Accounting	3
AC 352	Forensic and Investigative 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
BA 202	Business Law II	3
BA 300	Business Presentations	3
BA 310	Organization and Management	3
BA 362	Financial Management	3
Choose one of the following:		3
AC 483	CPA Review- REG	
Open Elective		
Choose one of the following:		3
AC 484	CPA Review – FAR	
Open Elective		
IT 111	Introduction to Microsoft Office	3
IT 214	Spreadsheet Concepts and Applications	3
MK 220	Marketing Fundamentals	3
Open Elective		6
Graduate Business Courses		
BA 600	Research Methods in Business and Education	3
BA 601	Managerial Economics	3
BA 605	Management Communications	3
BA 620	Financial Management	3
or BA 644	The Legal Environment of Business	
BA 625	Global Strategic Management	3
BA 643	Strategic Change Management	3
Graduate Business Electives		12
Total Hours		**152-153**

Suggested Course Sequence

First Year

Fall	Hours	Spring	Hours
AC 121	3	AC 122	3
EH 105	3	IT 214	3
HE 111***	1	MS 132	3
IT 111	3	PY 111	3
Humanities Elective (CM 100 Recommended)	3	Philosophical Elective	3

Math I Elective	4		
	17		**15**

Second Year

Fall	Hours	Spring	Hours
AC 201	3	AC 202	3
BA 211	3	BA 202	3
BA 300	3	BA 212	3
BA 310	3	Fine Arts Elective	3
Foreign Culture and Conversation Elective	3	Literature Elective	3
	15		**15**

Third Year

Fall	Hours	Spring	Hours
AC 301	3	AC 302	3
AC 441	3	AC 352	3
BA 362	3	AC 442	3
MK 220	3	BA 600	3
Lab Science Elective (Must also qualify as a sustainability elective - SC 101 Recommended)	3-4	BA 605	3
	15-16		**15**

Fourth Year

Fall	Hours	Spring	Hours
AC 331	3	AC 251	3
AC 471	3	Graduate Business Elective	3
BA 490	3	Graduate Business Elective	3
BA 601	3	Open Elective	3
BA 620 or 644	3	Open Elective	3
	15		**15**

Fifth Year

Fall	Hours	Spring	Hours
AC 371	3	AC 483 (OR Open Elective)	3
AC 461	3	AC 484 (OR Open Elective)	3
BA 643	3	BA 302	3
Graduate Business Elective	3	BA 625	3
Historical Elective	3	Graduate Business Elective	3
	15		**15**

Total Hours: 152-153

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

Accounting Certificate

Students interested in acquiring specific accounting skills as a stackable credential should consider the Accounting Certificate. This certificate program covers both private and public accounting topics and prepares students for positions as accounts payable clerks, accounts receivable clerks, bookkeepers or tellers.

These courses can be applied to a B.S. degree in Accounting at Husson University, used to augment a degree that the student has already achieved, or build upon prior learning to provide for a change in career. Students who wish to take a concentrated program of accounting courses or are changing careers can pursue an Accounting Certificate with 5 classes and total of 15 credits.

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
Choose one of the Following		3
AC 211	Managerial Accounting	
AC 352	Forensic and Investigative Accounting	
AC 441	Federal Taxation I	
AC 251	Accounting Internship	
Total Hours		**15**

Accounting Minor

Students who major in another field offered by the University may choose to complete a minor in Accounting with 6 classes and total of 18 credits.

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
Total Hours		**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.

School of Business & Management

The undergraduate Business Administration majors, leading to 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, financial planning, healthcare management, international business, or management.

Business Administration

The undergraduate Business Administration majors, leading to 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, financial planning, healthcare management, international business, or management.

In most programs, students seeking to earn their MBA can do so in conjunction with their B.S. degree in just 5 years. Students also pursuing an MBA may choose a general path of study with a variety of electives or a concentration in: athletic administration, business analytics, healthcare management, hospitality and tourism management, innovation and entrepreneurship, organizational management or risk management.

Students may also choose from a variety of certificate programs to augment their degree. Certificate options include: Accounting, Business Administration (for non business majors), Business Analytics, Competitive Intelligence, Entrepreneurship, Finance, Hospitality, Sales, or Small Business Management, among others.

Husson University 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.

Requirements for the Major

All Business Administration majors must earn an overall 2.0 cumulative grade-point average as well as a overall 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 University.

B.S. Business Administration

In achieving student learning outcomes for the B.S. Business Administration, students will:

- Integrate the core areas of business to inform decision making
- Apply legal and ethical principles in business to organizational decision making
- Apply business-related quantitative and qualitative methods and tools to formulate management decision alternatives
- Demonstrate leadership skills
- Demonstrate professional business communication
- Demonstrate the ability to work with diverse colleagues in team situations

The goal of this program 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
BA 302	Business Ethics	3
EH 105	College Writing	3
HE 111	The Husson Experience***	1
MS 132	Probability and Statistics	3
Fine Arts Elective		3
Foreign Culture and Conversation Elective		3
Historical Elective		3
Humanities Elective		3
Lab Science Elective (Must also qualify as a sustainability elective)		3
Literature Elective		3
Math I Elective		4
Philosophical Elective		3
Psychological/Sociological Elective		3
Business Courses		
AC 121	Principles of Accounting I	3
AC 211	Managerial Accounting	3
BA 101	Introduction to Business	3
BA 111	Economic Geography	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 351	Internship	3
BA 362	Financial Management	3
BA 401	Managerial Economics	3
BA 411	Organizational Behavior	3
BA 414	Business Strategy	3
BA 415	Business Strategy in Practice	3
BA 490	International Business	3
CM 100	Speech	3
IT 214	Spreadsheet Concepts and Applications	3
MK 220	Marketing Fundamentals	3
Business Related Electives		12
Open Electives		12
Total Hours		**122**

Suggested Course Sequence

First Year

Fall	Hours	Spring	Hours
BA 101	3	CM 100	3
BA 111	3	IT 214	3
EH 105	3	MS 132	3
HE 111***	1	Historical Elective	3
Math I Elective	4	Philosophical Elective	3
Psychological/Sociological Elective	3		
	17		**15**

Second Year

Fall	Hours	Spring	Hours
AC 121	3	BA 202	3
BA 201	3	BA 212	3

BA 211	3	Humanities Elective	3
Literature Elective	3	Foreign Culture and Conversation Elective	3
Open Elective	3	Open Elective	3
	15		**15**

Third Year

Fall	Hours	Spring	Hours
AC 211	3	BA 302	3
BA 310	3	BA 311	3
BA 362	3	Business-Related Elective	3
MK 220	3	Fine Arts Elective	3
Open Elective	3	Lab Science Elective (Must also qualify as a sustainability elective)	3
	15		**15**

Fourth Year

Fall	Hours	Spring	Hours
BA 401	3	BA 351	3
BA 411	3	BA 415	3
BA 414	3	BA 490	3
Business-Related Elective	3	Business-Related Elective	3
Business-Related Elective	3	Open Elective	3
	15		**15**

Total Hours: 122

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 through a series of eight classes. Topics covered include: environment and management of small business enterprises, problems in starting small businesses, principles of accounting, 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.

In addition to the learning outcomes for the B.S. Business Administration degree, this concentration requires students to demonstrate subject matter knowledge and competence as applied to a smaller company or family owned business.

Concentration in Entrepreneurship & Small Business Management

BA 243	The Business of Innovation Replaces Open Elective	3
BA 344	Personal Financial Planning Replaces Business-Related Elective	3
BA 440	Small Business Management I Replaces Open Elective	3
BA 441	Entrepreneurship I- New Venture Development Replaces Business-Related Elective	3
BA 442	Applied Small Business Management Replaces Business-Related Elective	3
BA 443	Entrepreneurship II: Business Plans Replaces Business-Related Elective	3
MK 422	Sales and Sales Management Replaces Open Elective	3
Total Hours		**21**

B.S. Business Administration - 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 7 required courses focusing on national and international perspectives of financial management, investments, risk management and personal financial planning.

In addition to the learning outcomes of the B.S. Business Administration degree, this concentration requires students to:

- Demonstrate knowledge of present value principles and capital budgeting decisions
- Utilize information and skill to make financing and capital structure decisions relating to long-term investments
- Apply international finance decision making and calculate hedge exchange rate risks.

Concentration in Financial Management

AC 122	Principles of Accounting II Replaces Open Elective	3
BA 344	Personal Financial Planning Replaces Open Elective	3
BA 364	Corporate Options and Structure Replaces Business-Related Elective	3
BA 434	International Finance Replaces Open Elective	3
BA 460	Investments: Stocks and Mutual Funds Replaces Business-Related Elective	3
BA 464	Money, Banking and Financial Markets Replaces Business-Related Elective	3
BA 466	Investments: Bonds and Derivatives Replaces Business-Related Elective	3
Total Hours		**21**

B.S. Business Administration - Healthcare Management

Students in the Healthcare Management concentration study key functions and issues in the healthcare industry including: healthcare

economics, healthcare law, ethical issues pertinent to healthcare organizations, and identification of unique management issues encountered by healthcare organizations. The healthcare management concentration includes seven healthcare specific electives to complement the core business curriculum.

Concentration in Healthcare Management

HS 101	Introduction to Health Care Studies Replaces Open Elective	3
HS 121	Medical Terminology Replaces Open Elective	3
HS 311	Healthcare Management and Organization Replaces Open Elective	3
HS 321	Healthcare Law and Ethics Replaces Business-Related Elective	3
HS 411	Health Economics and Policy Replaces Business-Related Elective	3
Healthcare Elective Replaces Two Business-Related Electives		6
Total Hours		**21**

B.S. Business Administration - 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, and international financial management. Current developments in global economics, finance, marketing and exporting-importing are emphasized.

In addition to the learning outcomes of the B.S. Business Administration degree, this concentration requires students to utilize cross cultural literacy in the analysis of foreign political, economic, and legal systems.

Concentration in International Business

BA 271	Risk Management Replaces Open Elective	3
BA 429	Competitive Intelligence Replaces Open Elective	3
BA 434	International Finance Replaces Business-Related Elective	3
BA 437	International Marketing Replaces Business-Related Elective	3
BA 438	Export-Import Procedures Replaces Business-Related Elective	3
BA 475	E-Business and E-Commerce for Managers Replaces Open Elective	3
or MK 322	Social Media Marketing	
SY 222	Cultural Anthropology Replaces Open Elective	3
Total Hours		**21**

B.S. Business Administration - 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.

In addition to the learning outcomes of the B.S. Business Administration degree, this concentration requires students to integrate and apply administrative and organizational principles and theory to human resource management, decision-making, operations management and other systems.

Concentration in Management

AC 122	Principles of Accounting II Replaces Open Elective	3
BA 271	Risk Management Replaces Open Elective	3
BA 375	Supply Chain Management Replaces Business-Related Elective	3
BA 425	Marketing Management Replaces Business-Related Elective	3
BA 440	Small Business Management I Replaces Open Elective	3
BA 442	Applied Small Business Management Replaces Open Elective	3
MK 422	Sales and Sales Management Replaces Business-Related Elective	3
Total Hours		**21**

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 a bachelor's and a master's degree 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 such as entrepreneurship/small business management, financial management, financial planning, healthcare management, international business, or management. Similarly, students can add a concentration to their MBA degree such as athletic administration, business analytics, healthcare management, hospitality and tourism management, innovation and entrepreneurship, organizational management, or risk management. Students in this dual degree program achieve the student learning outcomes for both the B.S. Business Administration and MBA degrees.

Requirements for Major

Students are required to achieve and maintain a GPA of 3.0 in their undergraduate program in order to take graduate classes. Further, students must maintain a 3.0 in graduate classes to remain in the MBA portion of the program.

Please select from the particular program pages for more detailed information.

GENERAL EDUCATION COURSES

BA 211	Microeconomics	3
BA 212	Macroeconomics	3
BA 302	Business Ethics	3
EH 105	College Writing	3
HE 111	The Husson Experience ***	1
MS 132	Probability and Statistics	3
Fine Arts Elective		3
Foreign Culture & Conversation Elective		3

Historical Elective		3
Humanities Elective		3
Lab Science Elective (Must also qualify as a sustainability elective)		3
Literature Elective		3
Math I Elective		4
Philosophical Elective		3
Psychological/Sociological Elective		3
BUSINESS COURSES		
AC 121	Principles of Accounting I	3
AC 211	Managerial Accounting	3
BA 101	Introduction to Business	3
BA 111	Economic Geography	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 351	Internship	3
BA 362	Financial Management	3
BA 401	Managerial Economics	3
BA 411	Organizational Behavior	3
BA 414	Business Strategy	3
BA 415	Business Strategy in Practice	3
BA 490	International Business	3
CM 100	Speech	3
IT 214	Spreadsheet Concepts and Applications	3
MK 220	Marketing Fundamentals	3
Business Electives		12
Open Electives		12
GRADUATE COURSES		
BA 600	Research Methods in Business and Education	3
BA 605	Management Communications	3
BA 625	Global Strategic Management	3
BA 642	Leadership in Business and Professions	3
BA 643	Strategic Change Management	3
Select one of the Following:		3
BA 621	Marketing Management	
BA 712	Strategic Marketing for Nonprofit Organizations	
BA 720	Advanced Sales and Marketing in Hospitality	
BA 754	Strategic Selling	
Graduate Business Electives		12
Total Hours		**152**

Suggested Course Sequence

First Year

Fall	Hours	Spring	Hours
BA 101	3	CM 100	3
BA 111	3	IT 214	3
EH 105	3	MS 132	3
HE 111***	1	Historical Elective	3
Math I Elective	4	Philosophical Elective	3
Psychological/Sociological Elective	3		
	17		**15**

Second Year

Fall	Hours	Spring	Hours
AC 121	3	BA 202	3
BA 201	3	BA 212	3
BA 211	3	Humanities Elective	3
Literature Elective	3	Foreign Culture and Conversation Elective	3
Open Elective	3	Open Elective	3
	15		**15**

Third Year

Fall	Hours	Spring	Hours
AC 211	3	BA 302	3
BA 310	3	BA 311	3
BA 362	3	Business-Related Elective	3
MK 220	3	Fine Arts Elective	3
Open Elective	3	Lab Science Elective (Must also qualify as a sustainability elective)	3
	15		**15**

Fourth Year

Fall	Hours	Spring	Hours
BA 401	3	BA 351	3
BA 411	3	BA 490	3
BA 414	3	BA 642	3
BA 600	3	BA 621 or BA 712 or BA 720 or BA 754	3
BA 605	3	Open Elective	3
	15		**15**

Fifth Year

Fall	Hours	Spring	Hours
BA 643	3	BA 415	3
Business-Related Elective	3	BA 625	3
Business-Related Elective	3	Business-Related Elective	3
Graduate Business Elective	3	Graduate Business Elective	3
Graduate Business Elective	3	Graduate Business Elective	3
	15		**15**

Total Hours: 152

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

B.S. Business Administration - Entrepreneurship & Small Business Management/M.B.A.

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

Students 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.

In addition to the learning outcomes of the B.S. Business Administration degree, this concentration requires students to demonstrate subject matter knowledge and competence as applied to a smaller company or family owned business. Students must also achieve the learning outcomes of the MBA degree.

Concentration in Small Business Management		
BA 243	The Business of Innovation Replaces Open Elective	3
BA 344	Personal Financial Planning Replaces Business-Related Elective	3
BA 440	Small Business Management I Replaces Open Elective	3
BA 441	Entrepreneurship I- New Venture Development Replaces Business-Related Elective	3
BA 442	Applied Small Business Management Replaces Business Related Elective	3
BA 443	Entrepreneurship II: Business Plans Replaces Business Related Elective	3
MK 422	Sales and Sales Management Replaces Open Elective	3
Graduate Business Courses		
BA 600	Research Methods in Business and Education	3
BA 605	Management Communications	3
BA 625	Global Strategic Management	3
BA 642	Leadership in Business and Professions	3
BA 643	Strategic Change Management	3
Choose one of the following:		3
BA 621	Marketing Management	
BA 712	Strategic Marketing for Nonprofit Organizations	
BA 720	Advanced Sales and Marketing in Hospitality	
BA 754	Strategic Selling	
Graduate Business Elective		12
Total Hours		**51**

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 7 required courses focusing on national and international perspectives of financial management, investments, risk management and personal financial planning.

In addition to the learning outcomes of the B.S. Business Administration degree, this concentration requires students to:

- Demonstrate knowledge of present value principles and capital budgeting decisions
- Utilize information and skill to make financing and capital structure decisions relating to long-term investments
- Apply international finance decision making and calculate hedge exchange rate risks

Students must also achieve the learning outcomes of the MBA degree.

Concentration in Financial Management		
AC 122	Principles of Accounting II Replaces Open Elective	3
BA 344	Personal Financial Planning Replaces Open Elective	3
BA 364	Corporate Options and Structure Replaces Business-Related Elective	3
BA 434	International Finance Replaces Open Elective	3
BA 460	Investments: Stocks and Mutual Funds Replaces Business Related Elective	3
BA 464	Money, Banking and Financial Markets Replaces Open Elective	3
BA 466	Investments: Bonds and Derivatives Replaces Business Related Elective	3
Graduate Business Courses		
BA 600	Research Methods in Business and Education	3
BA 605	Management Communications	3
BA 625	Global Strategic Management	3
BA 642	Leadership in Business and Professions	3
BA 643	Strategic Change Management	3
Choose one of the following:		3
BA 621	Marketing Management	
BA 712	Strategic Marketing for Nonprofit Organizations	
BA 720	Advanced Sales and Marketing in Hospitality	
BA 754	Strategic Selling	
GR Graduate Business Electives *		12
Total Hours		**51**

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

B.S. Business Administration - Healthcare Management/M.B.A.

In the B.S. Business Administration - Healthcare Management concentration degree, students explore the organizational structure of healthcare institutions and develop an understanding of the inter-relatedness of psychological, social, cultural and political factors in healthcare delivery, organizational culture and healthcare management. Students also develop an understanding of financial reimbursement, human resources, and law as they pertain to the healthcare industry. Many of the healthcare related classes are listed below and additional specialized topics classes are offered to fulfill the healthcare electives.

In addition to the learning outcomes of the B.S. Business Administration degree, this concentration requires students to demonstrate an understanding of current healthcare financing, important healthcare management concepts, and national healthcare policy issues.

Students must also achieve the learning outcomes for the MBA degree.

Concentration in Healthcare Management		
HS 101	Introduction to Health Care Studies Replaces Open Elective	3
HS 121	Medical Terminology Replaces Open Elective	3
HS 311	Healthcare Management and Organization Replaces Open Elective	3
HS 321	Healthcare Law and Ethics Replaces Business-Related Elective	3
HS 411	Health Economics and Policy Replaces Business-Related Elective	3
Healthcare Elective Replaces 2 Business-Related Electives		6
Graduate Business Classes		
BA 600	Research Methods in Business and Education	3
BA 605	Management Communications	3
BA 625	Global Strategic Management	3
BA 642	Leadership in Business and Professions	3
BA 643	Strategic Change Management	3
Select one of the following:		3
BA 621	Marketing Management	
BA 712	Strategic Marketing for Nonprofit Organizations	
BA 720	Advanced Sales and Marketing in Hospitality	
BA 754	Strategic Selling	
Graduate-Related Elective		12
Total Hours		**51**

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, and international financial management. Current developments in global economics, finance, marketing and exporting-importing are emphasized.

In addition to the learning outcomes of the B.S. Business Administration degree, this concentration requires students to utilize cross cultural literacy in the analysis of foreign political, economic, and legal systems. Students must also achieve the learning outcomes of the MBA degree.

BA 271	Risk Management Replaces Open Elective	3
BA 429	Competitive Intelligence Replaces Open Elective	3
BA 434	International Finance Replaces Business-Related Elective	3
BA 437	International Marketing Replaces Business-Related Elective	3
BA 438	Export-Import Procedures Replaces Business-Related Elective	3
BA 475	E-Business and E-Commerce for Managers Replaces Open Elective	3
or MK 322	Social Media Marketing	
SY 222	Cultural Anthropology Replaces Open Elective	3
Graduate Business Courses		
BA 600	Research Methods in Business and Education	3
BA 605	Management Communications	3
BA 625	Global Strategic Management	3
BA 642	Leadership in Business and Professions	3
BA 643	Strategic Change Management	3
Choose one of the following:		3
BA 621	Marketing Management	
BA 712	Strategic Marketing for Nonprofit Organizations	
BA 720	Advanced Sales and Marketing in Hospitality	
BA 754	Strategic Selling	
Graduate Business Electives		12
Total Hours		**51**

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

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.

In addition to the learning outcomes of the B.S. Business Administration degree, this concentration requires students to integrate and apply administrative and organizational principles and theory to human resource management, decision-making, operations management, and other systems. Students must also achieve the learning outcomes of the MBA degree.

Concentration in Management		
AC 122	Principles of Accounting II Replaces Open Elective	3
BA 271	Risk Management Replaces Open Elective	3
BA 375	Supply Chain Management Replaces Business-Related Elective	3
BA 440	Small Business Management I Replaces Open Elective	3

BA 425	Marketing Management [Replaces Business-Realted Elective]	3
BA 442	Applied Small Business Management [Replaces Business-Related Elective]	3
MK 422	Sales and Sales Management [Replaces Open Elective]	3
Graduate Business Courses		
BA 600	Research Methods in Business and Education	3
BA 605	Management Communications	3
BA 625	Global Strategic Management	3
BA 642	Leadership in Business and Professions	3
BA 643	Strategic Change Management	3
Choose one of the following:		3
BA 621	Marketing Management	
BA 712	Strategic Marketing for Nonprofit Organizations	
BA 720	Advanced Sales and Marketing in Hospitality	
BA 754	Strategic Selling	
BA Graduate Business Elective		12
Total Hours		**51**

B.S. Business and Professional Studies

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. With this flexible business and professional studies program, you can transfer college level credit you have earned from other schools and receive more credit for college-level exams (such as CLEP or DANTES exams), military training and other accredited sources. You do not need to have earned an Associate degree, but if you have completed a degree, these credits will be individually evaluated for application to this B.S. in Business and Professional Studies.

This degree requires classes in three specific areas - Business, General Education and Professional Studies. The Business coursework includes accounting, law, economics, financial management, marketing, human resources, management practice, strategy and international business. The Professional Studies credits can be dedicated to one or more areas of study found in or outside the College of Business.

Requirements for Major

All Business and Professional Studies 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 business courses at Husson.

General Education Courses		
BA 211	Microeconomics	3
BA 212	Macroeconomics	3
BA 302	Business Ethics	3
EH 105	College Writing	3
HE 111	The Husson Experience ***	1
MS 132	Probability and Statistics	3
Fine Arts Elective		3
Foreign Culture and Conversation Elective		3
Historical Elective		3
Humanities Elective		3
Lab Science Elective (Must also qualify as a sustainability elective)		3-4
Literature Elective		3
Math I Elective		4
Philosophical Elective		3
Psychological/Sociological Elective		3
Business Courses		
AC 121	Principles of Accounting I	3
AC 211	Managerial Accounting	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 351	Internship	3
BA 362	Financial Management	3
BA 411	Organizational Behavior	3
BA 414	Business Strategy	3
BA 415	Business Strategy in Practice	3
BA 490	International Business	3
MK 220	Marketing Fundamentals	3
IT Elective		3
Professional Studies or Open Electives		
Open Electives		27
Open Electives (300+)		9
Total Hours		**122-123**

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.

***
May not be required for degree completion.

Financial Planning

The Financial Planning Concentration is designed to prepare undergraduate students to enter the financial planning profession. The Financial Planning curriculum aligns with Certified Financial Planner ("CFP") requirements and is a CFP Board registered program https://www.cfp.net/. This registered program provides students with the opportunity to sit for the CFP Exam upon meeting all requirements. This program covers all the major areas of financial planning, including retirement, employee benefits, income tax, estate planning, and risk management. The Financial Planning Concentration has required classes in Financial Planning, Risk Management, Investments, Income Tax, Estate Tax, Retirement Planning, and Financial Plan Development.

The program is most appropriate for those who intend to enter the financial planning profession as credit counselors, financial advisors, financial planners, wealth managers, or financial product representatives.

B.S. Financial Planning

The Financial Planning Concentration is designed to prepare undergraduate students to enter the financial planning profession. The Financial Planning curriculum aligns with Certified Financial Planner ("CFP") requirements and is a CFP Board registered program https://www.cfp.net/. This registered program provides students with the

opportunity to sit for CFP Exam upon meeting all requirements. This program covers all the major areas of financial planning, including retirement, employee benefits, income tax, estate planning, and risk management. The Financial Planning Concentration has required classes in Financial Planning, Risk Management, Investments, Income Tax, Estate Tax, Retirement Planning, and Financial Plan Development.

The program is most appropriate for those who intend to enter the financial planning profession as credit counselors, financial advisors, financial planners, wealth managers, or financial product representatives.

In addition to the learning outcomes of the B.S. Business Administration degree, this concentration requires students to:

- Analyze a client's current financial position
- Review a client's risk management needs
- Estimate the current capital and future savings needed to fund goals
- Prepare and present recommendations for meeting goals
- Consider the impact of income and estate tax law on achieving goals

General Education:		
BA 211	Microeconomics	3
BA 212	Macroeconomics	3
BA 302	Business Ethics	3
EH 105	College Writing	3
HE 111	The Husson Experience ***	1
MS 132	Probability and Statistics	3
PY 111	General Psychology	3
Fine Arts Elective		3
Foreign Culture and Conversation Elective		3
Historical Elective		3
Humanities Elective		3
Lab Science Elective (Must also qualify as a sustainability elective)		3-4
Literature Elective		3
Math I Elective		4
Philosophical Elective		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 351	Internship	3
BA 362	Financial Management	3
BA 401	Managerial Economics	3
BA 411	Organizational Behavior	3
BA 490	International Business	3
CM 100	Speech	3
IT 214	Spreadsheet Concepts and Applications	3
MK 220	Marketing Fundamentals	3
Financial Planning Concentration:		
AC 122	Principles of Accounting II	3
AC 441	Federal Taxation I	3
AC 442	Federal Taxation II	3
BA 271	Risk Management	3
BA 344	Personal Financial Planning	3
BA 364	Corporate Options and Structure	3
BA 460	Investments: Stocks and Mutual Funds	3
BA 466	Investments: Bonds and Derivatives	3
BA 481	Benefits and Estate Planning	3
BA 486	Financial Plan Development	3
Open Elective		3
Total Hours		**122-123**

Freshman

Fall	Hours	Spring	Hours
BA 101	3	CM 100	3
EH 105	3	MS 132	3
HE 111***	1	Fine Arts Elective	3
IT 214	3	Historical Elective	3
PY 111	3	Philosophical Elective	3
Math I Elective	4		
	17		**15**

Sophomore

Fall	Hours	Spring	Hours
AC 121	3	AC 122	3
BA 201	3	BA 202	3
BA 211	3	BA 212	3
BA 271	3	BA 362	3
Literature Elective	3	Humanities Elective	3
	15		**15**

Junior

Fall	Hours	Spring	Hours
AC 211	3	BA 302	3
MK 220	3	BA 311	3
BA 310	3	BA 466	3
BA 364	3	BA 490	3
BA 460	3	Open Elective	3
	15		**15**

Senior

Fall	Hours	Spring	Hours
AC 441	3	AC 442	3
BA 344	3	BA 351	3
BA 401	3	BA 486	3

BA 411	3	Lab Science Elective (Must also qualify as a sustainability elective)	3-4
BA 481	3	Foreign Culture and Conversation Elective	3
	15		**15-16**

Total Hours: 122-123

***
May not be required for degree completion.

B.S. Financial Planning/M.B.A.

The Financial Planning Concentration is designed to prepare undergraduate students to enter the financial planning profession. The Financial Planning curriculum aligns with Certified Financial Planner ("CFP") requirements and is a CFP Board registered program https://www.cfp.net/. This registered program provides students with the opportunity to sit for CFP Exam upon meeting all requirements. This program covers all the major areas of financial planning, including retirement, employee benefits, income tax, estate planning, and risk management. The Financial Planning Concentration has required classes in Financial Planning, Risk Management, Investments, Income Tax, Estate Tax, Retirement Planning, and Financial Plan Development.

The program is most appropriate for those who intend to enter the financial planning profession as credit counselors, financial advisors, financial planners, wealth managers, or financial product representatives.

In addition to the learning outcomes for the B.S. Business Administration degree, this concentration requires students to:

- Analyze a client's current financial position
- Review a client's risk management needs
- Estimate the current capital and future savings needed to fund goals
- Prepare and present recommendations for meeting goals
- Consider the impact of income and estate tax law on achieving goals

Students must also achieve the learning outcomes of the MBA degree.

General Education

BA 211	Microeconomics	3
BA 212	Macroeconomics	3
BA 302	Business Ethics	3
EH 105	College Writing	3
HE 111	The Husson Experience ***	1
MS 132	Probability and Statistics	3
PY 111	General Psychology	3
Fine Arts Elective		3
Foreign Culture and Conversation Elective		3
Historical Elective		3
Humanities Elective		3
Lab Science Elective (Must also qualify as a sustainability elective)		3-4
Literature Elective		3
Math I Elective		4
Philosophical Elective		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 351	Internship	3
BA 401	Managerial Economics	3
BA 411	Organizational Behavior	3
BA 486	Financial Plan Development	3
BA 490	International Business Replaces Foreign Culture & Conv. Elective	3
CM 100	Speech	3
IT 214	Spreadsheet Concepts and Applications	3
MK 220	Marketing Fundamentals	3

Concentration in Financial Planning

AC 122	Principles of Accounting II	3
AC 441	Federal Taxation I	3
AC 442	Federal Taxation II	3
BA 271	Risk Management	3
BA 344	Personal Financial Planning	3
BA 362	Financial Management	3
BA 364	Corporate Options and Structure	3
BA 460	Investments: Stocks and Mutual Funds	3
BA 466	Investments: Bonds and Derivatives	3
BA 481	Benefits and Estate Planning	3
Open Elective		3

Graduate Business Courses

BA 600	Research Methods in Business and Education	3
BA 605	Management Communications	3
BA 625	Global Strategic Management	3
BA 642	Leadership in Business and Professions	3
BA 643	Strategic Change Management	3
Choose one of the following:		3
BA 621	Marketing Management	
BA 712	Strategic Marketing for Nonprofit Organizations	
BA 720	Advanced Sales and Marketing in Hospitality	
BA 754	Strategic Selling	
Graduate Business Electives*		12

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

Total Hours **152-153**

First Year

Fall	Hours	Spring	Hours
BA 101	3	CM 100	3
EH 105	3	MS 132	3
HE 111***	1	Fine Arts Elective	3
IT 214	3	Historical Elective	3

PY 111	3	Philosophical Elective	3
Math I Elective	4		
	17		**15**

Second Year

Fall	Hours	Spring	Hours
AC 121	3	AC 122	3
BA 201	3	BA 202	3
BA 211	3	BA 212	3
BA 271	3	BA 362	3
Literature Elective	3	Humanities Elective	3
	15		**15**

Third Year

Fall	Hours	Spring	Hours
AC 211	3	BA 302	3
BA 310	3	BA 311	3
BA 364	3	BA 466	3
BA 460	3	BA 490	3
MK 220	3	Open Elective	3
	15		**15**

Fourth Year

Fall	Hours	Spring	Hours
BA 344	3	BA 351	3
BA 401	3	BA 486	3
BA 411	3	BA 621 (or BA 712 or BA 720 or BA 754)	3
BA 600	3	Lab Science Elective (Must also qualify as a sustainability elective)	3-4
Graduate Business Elective	3	Graduate Business Elective	3
	15		**15-16**

Fifth Year

Fall	Hours	Spring	Hours
AC 441	3	AC 442	3
BA 481	3	BA 625	3
BA 605	3	BA 642	3
BA 643	3	Graduate Business Elective	3
Graduate Business Elective	3	Foreign Culture and Conversation Elective	3
	15		**15**

Total Hours: 152-153

***

May not be required for degree completion.

Certificate - Business Administration

This program offers non-business students an opportunity to take both introductory and upper level business courses regarding business practices, policies and laws. The ability to lead and supervise people, communicate effectively, and understand how businesses are organized are valuable skills regardless of the industry in which you work. Being promoted in a company or organization typically means moving into a management position. A Business Administration Certificate will help prepare you for the future.

These certificate courses can be applied to a degree in Business Administration at Husson University, enhance a degree in another discipline or augment prior learning to provide for a change in career.

Required Courses		
BA 101	Introduction to Business	3
BA 243	The Business of Innovation	3
MK 220	Marketing Fundamentals	3
Choose two of the following:		6
AC 211	Managerial Accounting *Declaration of the Business Certificate is Required	
BA 202	Business Law II	
BA 210	Economics Overview for Non-Business Majors	
BA 310	Organization and Management	
BA 362	Financial Management *Declaration of the Business Certificate is Required	
BA 411	Organizational Behavior	
MK 422	Sales and Sales Management	
Total Hours		**15**

Certificate - Competitive Intelligence

The Competitive Intelligence certificate is designed to provide students with foundational knowledge and skills to pursue a career in a new and dynamic field of integrated business intelligence. Competitive Intelligence (CI) involves the entire business landscape going beyond market research or business intelligence to include customers, distributors, suppliers, technology, political factors, societal changes, government regulations, legal issues, competitors, industries, demographics, and legislation. CI is knowledge and foreknowledge giving strategic decision-makers insights, forecasts, and estimates of what is to come.

These certificate courses can be applied to a degree in Business Administration at Husson University, enhance a degree in another discipline, or augment prior learning to provide for a change in career.

Required Courses		
BA 429	Competitive Intelligence	3
MK 338	Marketing Research	3
Choose one of the following		3
DA 210	Introduction to Data Analytics	
DA 310	Data Exploration & Visualization	
Choose two of the following		6
BA 351	Internship	

MK 326	Consumer Behavior	
BA 414	Business Strategy	
BA 425	Marketing Management	
MK 422	Sales and Sales Management	
Total Hours		**15**

Certificate - Entrepreneurship

Innovative and/or growing companies have a goal of adding 30 percent of their sales from products, services or markets that did not exist 5 years before. Combining theory with a strong dose of applied learning, these courses will add the skills needed to start a company, or re-start a business unit or product line in an existing company.

The Entrepreneurship certificate courses can be applied to a degree in Business Administration at Husson University, enhance a degree in another discipline, or augment prior learning to provide for a change in career.

Required Courses		
BA 243	The Business of Innovation	3
BA 441	Entrepreneurship I- New Venture Development	3
BA 443	Entrepreneurship II: Business Plans	3
Total Hours		**9**

Certificate - Finance

The Finance Certificate offers students an opportunity to take both introductory and upper level business courses in finance and related financial concepts. The program prepares students for careers in advanced corporate finance, international finance, credit markets, and financial institutions.

The Finance certificate courses can be applied to a degree in Business Administration at Husson University, enhance a degree in another discipline, or augment prior learning to provide for a change in career.

Required Course		
BA 362	Financial Management	3
BA 364	Corporate Options and Structure	3
BA 460	Investments: Stocks and Mutual Funds	3
Choose two of the following:		6
BA 271	Risk Management	
BA 344	Personal Financial Planning	
BA 434	International Finance	
BA 464	Money, Banking and Financial Markets	
BA 466	Investments: Bonds and Derivatives	
BA 481	Benefits and Estate Planning	
Total Hours		**15**

Certificate - Leadership

The leadership certificate curriculum is designed to give students the knowledge and skills they will need to apply traditional and emerging leadership theories and practices to today's organizations. With an emphasis on leadership and management principles, this certificate program will help students build the confidence and skills that they need to be successful as they move into management and leadership roles.

Required:		
BA 231	Principles of Leadership	3
BA 310	Organization and Management	3
Choose 2 of the Following (6 credits):		6
BA 312	Non-Profit Management and Leadership	
BA 411	Organizational Behavior	
BA 429	Competitive Intelligence	
BA 480	Project Management Techniques	
CJ 435	Management & Criminal Justice	
HA 402	Leadership in Hospitality Management	
SM 409	Leadership in Sports Organizations	
Total Hours		**12**

Certificate - Sales

The Sales Certificate program is designed to provide students with real world concepts and best practices in the areas of professional selling as well as sales and marketing management. Survey results indicate that 52% of all graduates, regardless of major, find their first job in sales or sales support.

Sales Certificate courses can be applied to a degree in Business Administration at Husson University, enhance a degree in another discipline or augment prior learning to provide for a change in career.

Required Courses		
BA 428	Strategic Selling	3
BA 351	Internship	3
or HA 401	Hospitality Internship	
MK 422	Sales and Sales Management	3
Choose one of the following:		3
BA 375	Supply Chain Management	
BA 425	Marketing Management	
HA 311	Destination Management and Marketing	
Choose one of the following:		3
BA 243	The Business of Innovation	
BA 437	International Marketing	
MK 216	Principles of Advertising	
MK 338	Marketing Research	
Total Hours		**15**

Certificate - Small Business Management

Many theories of business were developed for large companies, but 85 percent of US companies employ 20 people or fewer. Chances are very good that students will work for, supply, advise, or own a smaller company. The student may be joining a family run company, starting a new firm or buying an existing one. The courses in this certificate will step those big business theories down to the realities of a smaller company.

The Small Business certificate courses can be applied to a degree in Business Administration at Husson University, enhance a degree in another discipline, or augment prior learning to provide for a change in career.

Required Courses		
BA 440	Small Business Management I	3
BA 442	Applied Small Business Management	3
Choose one of the following		3
AC 211	Managerial Accounting * Declaration of the Small Business Certificate is required	
MK 422	Sales and Sales Management	
Total Hours		**9**

A.S. University Studies

The A.S. University Studies degree allows students to gain insight from general education courses as well as choose 9 open elective courses (27 credits) from one discipline or multiple disciplines from the College of Business or other Schools and Colleges at Husson University. The A.S. University Studies degree courses can also be applied later to earn a B.S. degree.

HE 111	The Husson Experience	1
EH 105	College Writing	3
Humanities Elective		3
Fine Arts Elective		3
Historical Elective		3
Lab Science Elective		3-4
Literature Elective		3
Perspectives Elective		3
Math I Elective		4
Math II Elective		3
Philosophical Elective		3
Psychological/Sociological Elective		3
Open Elective		27
Total Hours		**62-63**

First Year

Fall	Hours	Spring	Hours
HE 111	1	Literature Elective	3
EH 105	3	Math I Elective	4
Humanities Elective	3	Perspectives Elective	3
Fine Arts Elective	3	Philosophical Elective	3
Historical Elective	3	Psychological/Sociological Elective	3
Lab Science Elective	3-4		
	16-17		**16**

Second Year

Fall	Hours	Spring	Hours
Math II Elective	3	Open Electives	15
Open Electives	12		
	15		**15**

Total Hours: 62-63

School of Hospitality, Sport, and Tourism Management

The School of Hospitality, Sport and Tourism Management provides undergraduate degrees, certificates and minors in a wide range of areas covering Hospitality Management, Sport Management, Tourism & Recreation and Coaching.

Hospitality & 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
- Certificate - Hospitality
- Minor- Hospitality and Tourism Management
- Minor- Tourism and Recreation (combination of Hospitality and Sport Management courses)

These programs of study prepare our students for a variety of careers at hotels, restaurants, casinos, resorts, spas, cruise lines and leisure and travel services. Husson's program has developed a network of business partners that support an array of internship and career opportunities for our students.

B.S. Hospitality & Tourism Management

Hospitality and Tourism Management students are required to complete 121 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. In the program, students take a very strong core of hospitality and tourism courses and develop a strategically balanced business acumen within a varied general education background.

The program learning outcomes of the B.S. Hospitality & Tourism Management are:

1. Students will integrate the core areas of business to inform decision making.
2. Students will apply legal and ethical principles in business to organizational decision making.
3. Students will apply business-related quantitative and qualitative methods and tools to formulate management decision alternatives.
4. Students will demonstrate leadership skills.
5. Students will demonstrate professional business communication.
6. Students will demonstrate the ability to work with diverse colleagues in team situations.
7. Students will demonstrate general and functional knowledge of Hospitality and Tourism Management principles (including those

related to the Food and Beverage Industry; the Lodging Industry; Travel and Tourism; and Sustainability).

General Education Courses		
BA 211	Microeconomics	3
BA 212	Macroeconomics	3
BA 302	Business Ethics	3
EH 105	College Writing	3
EH 200	Approaches to Literature	3
HA 200	Tourism and Travel	3
HA 301	Supervision in Hospitality Management	3
HE 111	The Husson Experience ***	1
MS 132	Probability and Statistics	3
SC 101	Introduction to Nutrition	3
Fine Arts Elective		3
Foreign Culture and Conversation Elective or Open Elective		3
Historical Elective		3
Humanities Elective		3
Math I Elective		4
Philosophical Elective		3
Psychological/Sociological 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 201	Business Law I	3
BA 202	Business Law II	3
BA 310	Organization and Management	3
BA 362	Financial Management	3
BA 490	International Business	3
IT 111	Introduction to Microsoft Office	3
or IT 214	Spreadsheet Concepts and Applications	
MK 220	Marketing Fundamentals	3
MK 422	Sales and Sales Management	3
Major in Hospitality Management Courses		
HA 101	Intro to Hospitality Mgmnt	3
HA 201	Food & Beverage Control Systems	3
HA 202	Facilities & Guest Services	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
Business Related Electives		15
Total Hours		**122**

Suggested Course Sequence

First Year

Fall	Hours	Spring	Hours
EH 105	3	HA 200	3
HA 101	3	IT 111 or 214	3
HE 111***	1	MS 132	3
Humanities Elective	3	Foreign Culture and Conversation Elective or Open Elective	3
Math I Elective	4	Historical Elective	3
Philosophical Elective	3		
	17		**15**

Second Year

Fall	Hours	Spring	Hours
AC 121	3	AC 122	3
BA 201	3	BA 202	3
BA 211	3	BA 212	3
EH 200	3	HA 202	3
HA 201	3	MK 220	3
	15		**15**

Third Year

Fall	Hours	Spring	Hours
AC 211	3	BA 302	3
BA 310	3	HA 302	3
HA 301	3	HA 303	3
HA 311	3	SC 101	3
Psychological/Sociological Elective	3	Fine Arts Elective	3
	15		**15**

Fourth Year

Fall	Hours	Spring	Hours
BA 362	3	BA 490	3
HA 401	3	HA 402	3
MK 422	3	Business Related Elective	3
Business Related Elective	3	Business Related Elective	3
Business Related Elective	3	Business Related Elective	3
	15		**15**

Total Hours: 122

***
Credit may not be required for degree completion

B.S. Hospitality & Tourism Management - Sales and Marketing

This program provides a very strong core of hospitality and tourism courses and a varied general education background leading to a strategically balanced business acumen in the area of sales and marketing. Hospitality and Tourism Management students are required to maintain a 2.0 overall cumulative grade point average and a 2.0

overall grade point average in their major courses. Students in this concentration will complete the program objectives for the B.S. Hospitality and Tourism Management degree and will be required to:

- Demonstrate knowledge of the basic principles of marketing
- Demonstrate knowledge of the basic principles of sales
- Demonstrate knowledge of the importance of global markets
- Apply statistical, problem solving and critical thinking skills

Concentration in Sales Marketing Courses		
BA 425	Marketing Management	3
BA 428	Strategic Selling	3
BA 437	International Marketing	3
MK 216	Principles of Advertising	3
Total Hours		**12**

B.S. Hospitality & Tourism Management - Small Business Entrepreneurship

This program provides a strong core of hospitality and tourism courses and a varied general education background leading to a strategically balanced business acumen focused on entrepreneurship. Students will complete the program objectives of the B.S. Hospitality and Tourism Management degree and also the program objectives of the Small Business and Entrepreneurship concentration demonstrating subject matter knowledge and competence as applied to a smaller company or family owned business. Hospitality and Tourism Management students are required to maintain a 2.0 overall cumulative grade point average and a 2.0 overall grade point average in their major courses.

Students in this concentration will complete the program objectives for the B.S. Hospitality and Tourism Management degree and will be required to:

- Demonstrate Entrepreneurship principles as applied to a business setting
- Create a Business plan
- Understanding the operational activities of a small business

Concentration in Small Business Entrepreneurship Courses		
BA 440	Small Business Management I	3
BA 441	Entrepreneurship I- New Venture Development	3
BA 442	Applied Small Business Management	3
BA 443	Entrepreneurship II: Business Plans	3
Total Hours		**12**

B.S. Hospitality & Tourism Management/M.B.A.

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 maintain 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 and tourism industry to the economy of Maine and the United States. 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.

Students will complete the program outcomes for both the B.S. Hospitality and Tourism Management and the MBA - Hospitality and Tourism Management degrees. Alternative MBA Concentrations may be selected in combination with the B.S. Hospitality and Tourism Management degree.

The following courses are required for this track:

General Education Courses		
BA 211	Microeconomics	3
BA 212	Macroeconomics	3
BA 302	Business Ethics	3
EH 105	College Writing	3
EH 200	Approaches to Literature	3
HA 200	Tourism and Travel	3
HA 301	Supervision in Hospitality Management	3
HE 111	The Husson Experience ***	1
MS 132	Probability and Statistics	3
SC 101	Introduction to Nutrition	3
Fine Arts Elective		3
Foreign Culture and Conversation Elective or Open Elective		3
Historical Elective		3
Humanities Elective		3
Math I Elective		4
Philosophical Elective		3
Psychological/Sociological 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 201	Business Law I	3
BA 202	Business Law II	3
BA 310	Organization and Management	3
BA 362	Financial Management	3
BA 490	International Business	3
IT 111 or IT 214	Introduction to Microsoft Office Spreadsheet Concepts and Applications	3
MK 220	Marketing Fundamentals	3
MK 422	Sales and Sales Management	3
Hospitality & Tourism Management		
HA 101	Intro to Hospitality Mgmnt	3
HA 201	Food & Beverage Control Systems	3
HA 202	Facilities & Guest Services	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
Business Related Electives		15
Graduate Business Courses		
BA 600	Research Methods in Business and Education	3
BA 605	Management Communications	3
BA 621	Marketing Management	3
or BA 712	Strategic Marketing for Nonprofit Organizations	
or BA 720	Advanced Sales and Marketing in Hospitality	
or BA 754	Strategic Selling	
BA 625	Global Strategic Management	3
BA 642	Leadership in Business and Professions	3
BA 643	Strategic Change Management	3
Graduate Business Electives		12
Total Hours		**152**

Suggested Course Sequence

First Year

Fall	Hours	Spring	Hours
EH 105	3	HA 200	3
HA 101	3	IT 111 or 214	3
HE 111***	1	MS 132	3
Humanities Elective	3	Foreign Culture and Conversation Elective or Open Elective	3
Math I Elective	4	Historical Elective	3
Philosophical Elective	3		
	17		**15**

Second Year

Fall	Hours	Spring	Hours
AC 121	3	AC 122	3
BA 201	3	BA 202	3
BA 211	3	BA 212	3
EH 200	3	HA 202	3
HA 201	3	MK 220	3
	15		**15**

Third Year

Fall	Hours	Spring	Hours
AC 211	3	BA 302	3
BA 310	3	HA 302	3
HA 301	3	HA 303	3
HA 311	3	SC 101	3
Psychological/Sociological Elective	3	Fine Arts Elective	3
	15		**15**

Fourth Year

Fall	Hours	Spring	Hours
BA 362	3	BA 490	3
MK 422	3	HA 402	3
HA 401	3	Business Related Elective	3
Business Related Elective	3	Business Related Elective	3
Business Related Elective	3	Business Related Elective	3
	15		**15**

Fifth Year

Fall	Hours	Spring	Hours
BA 600	3	BA 625	3
BA 605	3	BA 642	3
BA 643	3	BA 621, 712, 720, or 754	3
Graduate Business Elective	3	Graduate Business Elective	3
Graduate Business Elective	3	Graduate Business Elective	3
	15		**15**

Total Hours: 152

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

Certificate - Hospitality Management

The Certificate in Hospitality Management prepares students to understand the basic standards of Hospitality and Tourism. These courses focus on the customer service skills that are vital to ensure that every guest feels welcome, particularly in the food and beverage and lodging industries, and that their needs and expectations are met or exceeded on a daily basis.

These certificate courses can be applied to a degree at Husson University or augment prior learning to provide for a change in career.

The certificate program outcomes are:

1. Students will explore the basic fundamentals of Hospitality Management
2. Students will explore the basic fundamentals of Tourism and Travel
3. Students will understand and apply best practices in guest service

Required Courses

HA 101	Intro to Hospitality Mgmnt	3
HA 200	Tourism and Travel	3
HA 202	Facilities & Guest Services	3
Choose one of the following:		**3**
HA 201	Food & Beverage Control Systems	
HA 209	Menu Planning and Food Safety	

HA 302	Hotel Operations	
Total Hours		**12**

Sport Management

Husson University's Bachelor of Science in Sport Management, offered through the School of Hospitality, Sport, and Tourism Management in the College of Business, blends two distinct fields of study – sport and business administration – so as to prepare students for careers in this field. 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 six credit hours of internship experience with a sport organization. Students can pursue a B.S. Sport Management degree or combine the B.S. degree with an MBA to complete both degrees in five years. Further, students can choose the Athletic Administration concentration with the MBA or a minor in Coaching or Tourism and Recreation Management to apply to a Sport Management or other degree.

In achieving the learning outcomes for the B.S. Sport Management, students will:

1. Integrate the core areas of business to inform decision making
2. Apply legal and ethical principles in business to organizational decision making
3. Apply business-related quantitative and qualitative methods and tools to formulate management decision alternatives
4. Demonstrate leadership skills
5. Demonstrate professional business communication
6. Demonstrate the ability to work with diverse colleagues in team situations
7. Demonstrate general and functional knowledge of Sport Management principles including: Behavioral Dimensions in Sport; Management and Organizational Skills in Sport; Governance and Legal Aspects in Sport; and Sustainability.

B.S. Sport Management

In achieving the learning outcomes for the B.S. Sport Management, students will:

- Integrate the core areas of business to inform decision making
- Apply legal and ethical principles in business to organizational decision making
- Apply business-related quantitative and qualitative methods and tools to formulate management decision alternatives
- Demonstrate leadership skills
- Demonstrate professional business communication
- Demonstrate the ability to work with diverse colleagues in team situations
- Demonstrate general and functional knowledge of Sport Management principles including: Behavioral Dimensions in Sport; Management and Organizational Skills in Sport; Governance and Legal Aspects in Sport; and Sustainability.

In this program of study, students must earn a minimum of 120 credit hours, including required General Business and Sport Management coursework in order to prepare for careers in this field. 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		
BA 211	Microeconomics	3
BA 212	Macroeconomics	3
BA 490	International Business	3
BR 114	The Business of Fitness and Wellness	3
EH 105	College Writing	3
HA 301	Supervision in Hospitality Management	3
HE 111	The Husson Experience ***	1
MS 132	Probability and Statistics	3
PY 111	General Psychology	3
SC 101	Introduction to Nutrition	3
SM 203	Sport in Society	3
Fine Arts Elective		3
Historical Elective		3
Humanities Elective		3
Literature Elective		3
Math I Elective		4
Philosophical 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 202	Business Law II	3
BA 310	Organization and Management	3
BA 362	Financial Management	3
BA 401	Managerial Economics	3
IT 214	Spreadsheet Concepts and Applications	3
MK 220	Marketing Fundamentals	3
Open Elective		3
Sport Management Courses		
MC 328	Sports Information	3
SM 101	Intro to Sport Management	3
SM 201	Introduction to Sport Law	3
SM 202	Hospitality and Sport Facility Design and Management	3
SM 302	Sports Ethics	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
HSTM Elective		3
Total Hours		**122**

***

Credit may not be required for degree completion.

Suggested Course Sequence

First Year

Fall	Hours	Spring	Hours
EH 105	3	IT 214	3
HE 111***	1	MS 132	3
PY 111	3	SM 201	3
SM 101	3	Literature Elective	3
Historical Elective	3	Philosophical Elective	3
Math I Elective	4		
	17		**15**

Second Year

Fall	Hours	Spring	Hours
AC 121	3	AC 122	3
BA 211	3	BA 202	3
BR 114	3	BA 212	3
SC 101	3	SM 203	3
SM 202	3	Fine Art Elective	3
	15		**15**

Third Year

Fall	Hours	Spring	Hours
AC 211	3	BA 310	3
MC 328	3	HA 301	3
MK 220	3	SM 302	3
SM 331	3	SM 322	3
Humanities Elective	3	SM 341	3
	15		**15**

Fourth Year

Fall	Hours	Spring	Hours
BA 362	3	BA 490	3
BA 401	3	SM 409	3
SM 307	3	SM 497	3
SM 407	3	HSTM Elective	3
SM 496	3	Open Elective	3
	15		**15**

Total Hours: 122

B.S. Sport Management/M.B.A.

Students may choose to complete a B.S. in Sport Management combined with an MBA degree in as little as 5 years. This combination of an undergraduate and graduate degree will provide them with more management and other promotion opportunities throughout their careers. Students may choose an area of concentration in the graduate degree such as - Athletic Administration, Healthcare Administration, Hospitality and Tourism Management or Organizational Management.

Students earning a Master of Business Administration (MBA) are prepared for careers in the athletic industry. This popular and continually expanding field includes management careers at the professional, interscholastic, and intercollegiate sports levels, as well as opportunities in campus recreation, community and youth sports programs, and many more management and programming careers. The MBA emphasizes the integration of theory and practice to train current and future administrators. Professional courses focus on the most current concerns facing business administrators including: legal issues, finance, accounting, human resources, managing change, strategic planning, and policy making. The curriculum is designed to prepare individuals for the ever-changing economic, political, legal, and marketing concerns that are part of the athletic sport industry.

Students will complete the learning outcomes for both the B.S. Sport Management and MBA degrees.

General Education Courses:		
BA 212	Macroeconomics	3
BA 490	International Business	3
BR 114	The Business of Fitness and Wellness	3
EH 105	College Writing	3
HA 301	Supervision in Hospitality Management	3
HE 111	The Husson Experience ***	1
MS 132	Probability and Statistics	3
PY 111	General Psychology	3
SC 101	Introduction to Nutrition	3
SM 203	Sport in Society	3
Fine Arts Elective		3
Historical Elective		3
Humanities Elective		3
Literature Elective		3
Math I Elective		4
Philosophical 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 202	Business Law II	3
BA 211	Microeconomics	3
BA 310	Organization and Management	3
BA 362	Financial Management	3
BA 401	Managerial Economics	3
IT 214	Spreadsheet Concepts and Applications	3
MK 220	Marketing Fundamentals	3
Open Elective		3
Sport Management Courses		
MC 328	Sports Information	3
SM 101	Intro to Sport Management	3
SM 201	Introduction to Sport Law	3
SM 202	Hospitality and Sport Facility Design and Management	3
SM 302	Sports Ethics	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
HSTM Elective		3
Graduate Business Courses		
BA 600	Research Methods in Business and Education	3
BA 605	Management Communications	3
BA 625	Global Strategic Management	3
BA 642	Leadership in Business and Professions	3
or BA 725	Strategic Management & Leadership in Athletics	
BA 643	Strategic Change Management	3
Choose one of the following:		3
BA 621	Marketing Management	
BA 712	Strategic Marketing for Nonprofit Organizations	
BA 720	Advanced Sales and Marketing in Hospitality	
BA 726	Information Management in Athletics	
Graduate Business Elective		12
Total Hours		**152**

Suggested Course Sequence

First Year

Fall	Hours	Spring	Hours
EH 105	3	IT 214	3
HE 111***	1	MS 132	3
PY 111	3	SM 201	3
SM 101	3	Literature Elective	3
Historical Elective	3	Philosophical Elective	3
Math I Elective	4		
	17		**15**

Second Year

Fall	Hours	Spring	Hours
AC 121	3	AC 122	3
BA 211	3	BA 202	3
BR 114	3	BA 212	3
SC 101	3	SM 203	3
SM 202	3	Fine Arts Elective	3
	15		**15**

Third Year

Fall	Hours	Spring	Hours
AC 211	3	BA 310	3
MC 328	3	HA 301	3
MK 220	3	SM 302	3
SM 331	3	SM 322	3
Humanities Elective	3	SM 341	3
	15		**15**

Fourth Year

Fall	Hours	Spring	Hours
BA 600	3	BA 362	3
BA 605	3	SM 409	3
SM 307	3-3	SM 496	3
SM 407	3	Graduate Business Elective	3
Graduate Business Elective	3	HSTM Elective	3
	15		**15**

Fifth Year

Fall	Hours	Spring	Hours
BA 401	3	BA 490	3
BA 625	3	BA 621, 712, 720, or 726	3
BA 642 or 725	3	BA 643	3
SM 497	3	Graduate Business Elective	3
Graduate Business Elective	3	Open Elective	3
	15		**15**

Total Hours: 152

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

Certificate - ESports

The certificate in Esports Management offers students the opportunity to take courses related to the management of the Esports industry. The curriculum will provide students with a deep understanding of the Esports landscape, and the skills to become leaders in this rapidly expanding sport business sector.

The certificate program outcomes will lead students to:

1. Demonstrate an understanding of theories and competencies of esport management
2. Evaluate revenue streams and risk mitigation in esports and related businesses
3. Understand and implement marketing strategies necessary in supporting the business of esports and esports events

SM 102	The Business of Esports	3
SM 307	Sport Finance	3
SM 322	Sport Marketing	3
Choose one of the following:		3
GV 292	Game Engines I	
XR Elective		
Total Hours		**12**

Minors

Hospitality and Tourism Management Minor

Adding a minor in Hospitality and Tourism Management to majors such as Accounting, Business Administration, Criminal Justice and Sport Management will greatly enhance the student's customer service skill set as well as improve their ability to perform related functions of the Hospitality and Tourism industry in their chosen major field of study.

HA 101	Intro to Hospitality Mgmnt	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 402	Leadership in Hospitality Management	3
Total Hours		**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.

Tourism and Recreation Minor

The minor in Tourism and Recreation Management prepares students to pursue career options in the tourism and outdoor recreation field. The minor provides basic knowledge of recreation, tourism and park services, and an understanding of the benefits of leisure and recreation in our society. To complete the minor, students must take 18 hours of required courses which will provide undergraduates with the opportunity to explore recreation, parks, and leisure services.

HA 200	Tourism and Travel	3
HA 211	Economics of Tourism *	3
HA 412	Sustainable Tourism **	3
SM 202	Hospitality and Sport Facility Design and Management **	3
SM 341	Recreational Programing and Event Management **	3
SM 441	Outdoor Recreation Programming *	3
Total Hours		**18**

* Fall Semester Course

** Spring Semester Course

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.

Students who complete a coaching minor will be able to:

1.) apply behaviorism, sociology and psychology to coaching setting;

2.) plan and implement developmentally-appropriate practice plans for athletes;

3.) implement appropriate pedagogical techniques in coaching settings;

4.) apply ethical behavior in coaching settings;

5.) develop a personal philosophy of sport;

6.) apply proper emergency care when necessary.

SM 203	Sport in Society	3
SM 300	Principles & Qualities of Coaching	3
SM 304	Principles of Sports Medicine	3
SM 407	Psychology of Sport	3
SM 496	Sports Management Internship	3
Sport Management Elective		3
Total Hours		**18**

School of Legal Studies

The School of Legal Studies provides undergraduate and graduate degrees and certificates in a wide range of areas covering Criminal Justice, Conservation Law, Forensic Science, Paralegal Studies, and Legal Studies. Students may also pursue a minor in Military Leadership by participating in the Army ROTC program.

Conservation Law

The programmatic outcomes for the B.S. Conservation Law are:

1. Students will demonstrate an understanding of the following concepts: Theories of Criminal Behavior; The Law; Law Enforcement; Corrections; The Court System; Critical Thinking; Research Methodology and Statistics.

2. Graduating CJ majors will demonstrate excellent or outstanding understanding of the key concepts of Criminal Justice, Administration of Justice, Law Enforcement, Law Adjudication, Corrections, Criminological Theory, Research and Analytical Methods.

3. Students will apply ethical decision making skills and integrity in an ever-changing, global environment

4. Students will produce and present effective oral and written forms of communication appropriate to the profession

5. Students will analyze diversity issues in the criminal justice field

6. Students will evaluate the legal and social impacts of criminal law in our changing society

7. Students will apply critical problem solving and professional skills in an experiential learning environment

B.S. Conservation Law

Features of the Program

The Conservation Law program provides students with a strong knowledge and application of laws regarding wildlife, natural resources and the environment. This program, ideal for those who would rather work outdoors than in an office, also provides an in-depth foundation of biology, ecology and environmental science. A vast system of networking

enables students to interact with seasoned law enforcement and wildlife officials.

A Conservation Law major completes credits in professional and 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 evidence, constitutional law, criminal law, and specific classes in wildlife/marine law enforcement, wildlife trafficking and conservation investigations.

Requirements for Conservation Law Majors

Candidates for a Bachelor of Science degree are required to complete a minimum of 120 semester credit hours. Transfer students must complete a minimum of 30 credit hours at Husson University. At least 15 credits must be earned in Husson Criminal Justice/Conservation Law courses.

The programmatic learning outcomes for the B.S. Conservation Law degree are:

1. Students will understand core theories and practices in criminal justice and conservation law - Administration of Justice; Law Enforcement; Law Adjudication; Investigations; Interviewing and Report Writing; and Wildlife/Marine Law
2. Students will demonstrate critical thinking and professional communication skills.
3. Students will apply legal and ethical principles to decision making.
4. Students will apply quantitative and qualitative methods and tools to formulate decision alternatives.
5. Students will apply critical thinking to diversity issues
6. Students will demonstrate the ability to work with diverse colleagues in team situations.

GENERAL ELECTIVES		
CJ 309	Constitutional Law	3
CJ 330	Ethics in Criminal Justice	3
CJ 445	Criminal Justice Capstone	3
EH 105	College Writing	3
HE 111	The Husson Experience ***	1
MS 132	Probability and Statistics	3
PY 111	General Psychology	3
SC 191 & SL 191	General Biology I and General Biology Lab I	4
SC 210	Marine Biology	3
Fine Arts Elective		3
Foreign Culture & Conv. Elective		3
Historical Elective		3
Humanities Elective		3
Literature Elective		3
Math I Elective		4
Philosophical Elective		3
PROGRAM SPECFIC CLASSES		
CJ 101	Intro to Justice & Pub Safety	3
CJ 221	Criminalistics	3
CJ 225	Criminal Procedure	3
CJ 325	Conservation Law Enforcement	3
CJ 335	Report Writing and Testifying	3
CJ 337	Interviewing and Interrogation	3
CJ 345	Comparative Criminal Justice	3
CJ 400	Evidence	3
CJ 425	Wildlife/Marine Law Enforcement	3
CJ 426	Wildlife Trafficking	3
CJ 427	Themes in Conservation Law	3
CJ 428	Conservation Law Investigations	3
PL 200	Criminal Law	3
SC 141 or SC 142	Environmental Science Conservation Biology	3
SC 240 & SL 240	Ecology and Ecology Lab	4
SL 210	Marine Biology Laboratory	1
ELECTIVES		
BA/CJ/PL/PY Electives		6
BA/CJ/PL/PY/NPS/MCJA Electives		6
Open/NPS/MCJA Electives		9
Science Electives		6
Total Hours		**122**

First Year

Fall	Hours	Spring	Hours
CJ 101	3	CJ 225	3
EH 105	3	SC 141 or 142	3
HE 111***	1	BA/CJ/PL/PY Elective	3
PY 111	3	Humanities Elective	3
SC 191 & SL 191	4	Philosophical Elective	3
	14		**15**

Second Year

Fall	Hours	Spring	Hours
CJ 325	3	CJ 221	3
PL 200	3	CJ 330	3
SC 240 & SL 240	4	BA/CJ/PL/PY elective	3
Literature Elective	3	Foreign Culture & Conversation Elective	3
Math I Elective	4	Science Elective	3
	17		**15**

Third Year

Fall	Hours	Spring	Hours
CJ 309	3	CJ 337	3
CJ 335	3	CJ 400	3
CJ 345	3	CJ 425	3
MS 132	3	Fine Arts Elective	3

SC 210 & SL 210	4	Science Elective	3
	16		**15**

Fourth Year

Fall	Hours	Spring	Hours
CJ 427	3	CJ 426	3
CJ 428	3	CJ 445	3
BA/CJ/PL/PY/NPS/MCJA Elective	3	Historical Elective	3
Open Elective/NPS/MCJA Elective	3	BA/CJ/PL/PY/NPS/MCJA Elective	3
Open Elective/ NPS/MCJA Elective	3	Open/NPS/MCJA Elective	3
	15		**15**

Total Hours: 122

***
May not be required for degree completion.

Certificate - Conservation Law Enforcement

This certificate is designed to prepare students for a career involving the protection of natural resources, management of wildlife resources and the enforcement of laws governing these resources.

Credits from this undergraduate certificate can be applied to a B.S. Criminal Justice degree at Husson University, enhance a degree in another discipline, or augment prior learning to provide for a change in career.

The programmatic outcomes of this certificate are:

1. Students understand federal and state wildlife laws used in the conservation law enforcement field.
2. Students are able to describe the different missions and investigative techniques of both state and federal conservation law enforcement agencies.

CJ 225	Criminal Procedure	3
CJ 325	Conservation Law Enforcement	3
CJ 346	North American Wildlife/Fisheries Identification	3
CJ 425	Wildlife/Marine Law Enforcement	3
Choose one of the following:		3
SC 141	Environmental Science	
SC 142	Conservation Biology	
SC 240	Ecology	
SC 283	Environmental Inorganic Chemistry	
Total Hours		**15**

Criminal Justice

Features of the Program

The Criminal Justice program 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 completes credits in professional and 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 121 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	Intro to Justice & Pub Safety	3
CJ 215	Police Operations	3
CJ 235	Criminology	3
CJ 445	Criminal Justice Capstone	3
EH 123	Rhetoric and Composition I	3
EH 124	Rhetoric and Composition II	3
EH 200	Approaches to Literature	3
CJ 225	Criminal Procedure	3
PL 200	Criminal Law	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 PA 100 Portfolio Assessment.

B.S. Criminal Justice

Students are expected to complete a minimum of 120 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, 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 this program may also be eligible to attend the Maine Criminal Justice Academy's Basic Corrections Program, which certifies individual to become eligible for employment as a corrections officer 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 to be eligible for employment as a full time law enforcement

officer in the State of Maine and receive fifteen college credits as well. Students are also encouraged 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 programmatic outcomes for the B.S. Criminal Justice are:

1. Students will demonstrate an understanding of the following concepts: Theories of Criminal Behavior; The Law; Law Enforcement; Corrections; The Court System; Critical Thinking; Research Methodology and Statistics.

2. Graduating CJ majors will demonstrate excellent or outstanding understanding of the key concepts of Criminal Justice, Administration of Justice, Law Enforcement, Law Adjudication, Corrections, Criminological Theory, Research and Analytical Methods.

3. Students will apply ethical decision making skills and integrity in an ever-changing, global environment

4. Students will produce and present effective oral and written forms of communication appropriate to the profession

5. Students will analyze diversity issues in the criminal justice field

6. Students will evaluate the legal and social impacts of criminal law in our changing society

7. Students will apply critical problem solving and professional skills in an experiential learning environment

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

General Education Courses		
CJ 411	Crisis Intervention	3
CJ 445	Criminal Justice Capstone *	3
EH 105	College Writing *	3
HE 111	The Husson Experience ***	1
MS 132	Probability and Statistics	3
PY 111	General Psychology	3
Fine Arts Elective		3
Foreign Culture and Conversation Elective		3
Historical Elective		3
Humanities Elective		3
Lab Science Elective (Must also qualify as a sustainability elective)		3
Literature Elective		3
Math I Elective		4
Perspectives Electives		6
Philosophical Elective		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 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
PL 200	Criminal Law *	3
Experiential Elective/ MCJA		3
Open Electives/ MCJA		9
BA/CJ/PL/PY Electives		21
Total Hours		**122**

Suggested Course Sequence

First Year

Fall	Hours	Spring	Hours
CJ 101*	3	CJ 225*	3
EH 105*	3	PY 111	3
HE 111***	1	Lab Science Elective (Must also qualify as a sustainability elective)	3
Humanities Elective	3	Perspectives Elective	3
Philosophical Elective	3	Perspectives Elective	3
Math I Elective	4		
	17		**15**

Second Year

Fall	Hours	Spring	Hours
CJ 215*	3	CJ 221	3
MS 132	3	CJ 235*	3
PL 200*	3	CJ 400	3
Literature Elective	3	Foreign Culture & Conversation Elective	3
BA/CJ/PL/PY Elective	3	BA/CJ/PL/PY Elective	3
	15		**15**

Third Year

Fall	Hours	Spring	Hours
CJ 309	3	CJ 315	3
CJ 310	3	CJ 337 (/MCJA)	3
CJ 341 (/MCJA)	3	CJ 435	3
BA/CJ/PL/PY Elective	3	Fine Arts Elective	3
BA/CJ/PL/PY Elective	3	BA/CJ/PL/PY Elective	3
	15		**15**

Fourth Year

Fall	Hours	Spring	Hours
CJ 330 (MCJA)	3	CJ 411	3
CJ 445*	3	Historical Elective	3

Experiential/M.C.J.A.	3	BA/CJ/PL/PY Elective	3
BA/CJ/PL/PY Elective	3	Open Elective/M.C.J.A.	3
Open Elective/M.C.J.A.	3	Open Elective/M.C.J.A.	3
	15		**15**

Total Hours: 122

* "C" or better required in all courses marked

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

B.S. Criminal Justice - National/ Corporate Security

After September 11, 2001, security professionals became important to a variety of organizations and businesses. They are employed by organizations or government to protect the property, personnel, information, and economic assets from man-made and natural disasters and ensure business continuity. It is important for security professionals to learn about technical and supervisory responsibilities. They protect the workplace from theft, workplace violence, crime, and terrorism. Security management professionals may perform security risk assessments, conduct investigations, design crime prevention programs and security systems, create, implement and manage loss prevention programs, protect high-risk personnel, devise and implement disaster recovery plans and business continuity plans. Students in the national/corporate security concentration will study security management concepts through a series of seven classes in addition to the core criminal justice curriculum.

The programmatic outcomes for the B.S. Criminal Justice--National/ Corporate Security are:

- Students will understand core theories and practices in criminal justice - Administration of Justice; Law Enforcement; Law Adjudication; Corrections; Criminological Theory
- Students will demonstrate critical thinking and professional communication skills.
- Students will apply legal and ethical principles to decision making.
- Students will apply quantitative and qualitative methods and tools to formulate decision alternatives.
- Students will apply critical thinking to diversity issues that arise in Criminal Justice
- Students will demonstrate the ability to work with diverse colleagues in team situations.
- Students will understand and discuss paradigm shifts in the terror age, to include asymmetric threats, non-nation states, non-contiguous battlefields, and bureaucracies vs. ideologies and will understand the use of technology and its application by terrorists and insurgents.
- Students will explore and analyze a variety of threats against U.S. National Security and synthesize possible solutions into actionable risk mitigation and counterproliferation/counterforce strategies.

General Education Courses

CJ 411	Crisis Intervention	3
CJ 445	Criminal Justice Capstone *	3
EH 105	College Writing *	3
HE 111	The Husson Experience ***	1
MS 132	Probability and Statistics	3
PY 111	General Psychology	3
Fine Arts Elective		3
Foreign Culture and Conversation Elective		3
Historical Elective		3
Humanities Elective		3
Lab Science Elective (Must also qualify as a sustainability elective)		3
Literature Elective		3
Math I Elective		4
Perspectives Elective		6
Philosophical Elective		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 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
PL 200	Criminal Law *	3
BA/CJ/PL/PY Elective		3
Experiential/ MCJA		3
Open Elective/ MCJA		9
Concentration Courses		
CJ 402	Perspectives in Terrorism	3
CJ 412	Homeland Security	3
CJ 414	Counterterrorism and Counterinsurgency	3
CJ 415	Corporate Security	3
CJ 416	Global Jihad and Radicalization	3
CJ/Security Elective		3
Total Hours		**122**

First Year

Fall	Hours	Spring	Hours
CJ 101*	3	CJ 225*	3
EH 105*	3	PY 111	3
HE 111***	1	Lab Science Elective (Must also qualify as a sustainability elective)	3
Humanities Elective	3	Perspectives Elective	3
Math I Elective	4	Perspectives Elective	3
Philosophical Elective	3		
	17		**15**

Second Year

Fall	Hours	Spring	Hours
CJ 215*	3	CJ 221	3
CJ 402	3	CJ 235*	3
MS 132	3	CJ 400	3
PL 200*	3	CJ 412	3
Literature Elective	3	Foreign Culture and Conversation Elective	3
	15		**15**

Third Year

Fall	Hours	Spring	Hours
CJ 309	3	CJ 315	3
CJ 310	3	CJ 337 (/MCJA)	3
CJ 341 (/MCJA)	3	CJ 435	3
CJ 414	3	CJ/Security Elective	3
BA/CJ/PL/PL Elective	3	Fine Arts Elective	3
	15		**15**

Fourth Year

Fall	Hours	Spring	Hours
CJ 330 (/MCJA)	3	CJ 411	3
CJ 415	3	CJ 416	3
CJ 445*	3	Historical Elective	3
Experiential/M.C.J.A.	3	Open Elective/M.C.J.A.	3
Open Elective/M.C.J.A.	3	Open Elective/M.C.J.A.	3
	15		**15**

Total Hours: 122

* "C" or better required in all courses marked

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

NOTE: CJ 337, CJ 341, and CJ 400 are taken as "core" courses and directly relate to this concentration.

B.S. Criminal Justice - Psychology

The concentration in psychology educates students in criminal justice on the interface between criminal justice and psychology. The scope and sequence of seven psychology courses, in addition to the core criminal justice curriculum, provide students with a foundation in the interdisciplinary science of psychology, including the biological and psychosocial bases of behavior, learning, personality, and cognition. Students will also gain competency in research methods in the social sciences.

The programmatic outcomes for the B.S. Criminal Justice--Psychology are:

1. Students will demonstrate an understanding of the following concepts: Theories of Criminal Behavior; The Law; Law Enforcement; Corrections; The Court System; Critical Thinking; Research Methodology and Statistics.

2. Graduating CJ majors will demonstrate excellent or outstanding understanding of the key concepts of Criminal Justice, Administration of Justice, Law Enforcement, Law Adjudication, Corrections, Criminological Theory, Research and Analytical Methods.

3. Students will apply ethical decision making skills and integrity in an ever-changing, global environment

4. Students will produce and present effective oral and written forms of communication appropriate to the profession

5. Students will analyze diversity issues in the criminal justice field

6. Students will evaluate the legal and social impacts of criminal law in our changing society

7. Students will apply critical problem solving and professional skills in an experiential learning environment

General Education Courses		
CJ 411	Crisis Intervention	3
CJ 445	Criminal Justice Capstone *	3
EH 105	College Writing *	3
HE 111	The Husson Experience ***	1
MS 132	Probability and Statistics	3
PY 111	General Psychology	3
Fine Arts Elective		3
Foreign Culture and Conversation Elective		3
Historical Elective		3
Humanities Elective		3
Math I Elective		4
Lab Science Elective (Must also qualify as a sustainability elective)		3
Literature Elective		3
Perspectives Elective		6
Philosophical Elective		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 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
PL 200	Criminal Law *	3
Experiential Elective or MCJA		3
Open Electives or MCJA		9
Concentration Courses		
PY 141	Human Growth and Development	3

PY 242	Research Methods	3
PY 232	Abnormal Psychology	3
300/400 PY Electives		12
Total Hours		**122**

First Year

Fall	Hours	Spring	Hours
CJ 101*	3	CJ 225*	3
HE 111***	1	PY 111	3
EH 105*	3	Lab Science Elective (Must also qualify as a sustainability elective)	3
Humanities Elective	3	Perspectives Elective	3
Math I Elective	4	Perspectives Elective	3
Philosophical Elective	3		
	17		**15**

Second Year

Fall	Hours	Spring	Hours
CJ 215*	3	CJ 221	3
MS 132	3	CJ 235*	3
PL 200*	3	CJ 400	3
PY 141	3	PY 232	3
Literature Elective	3	Foreign Culture and Conversation Elective	3
	15		**15**

Third Year

Fall	Hours	Spring	Hours
CJ 309	3	CJ 315	3
CJ 310	3	CJ 337	3
CJ 341	3	CJ 435	3
PY 242	3	Fine Arts Elective	3
PY Elective 300/400	3	PY Elective 300/400	3
	15		**15**

Fourth Year

Fall	Hours	Spring	Hours
CJ 330	3	CJ 411	3
CJ 445	3	Historical Elective	3
PY Elective 300/400	3	PY Elective 300/400	3
Experiential/M.C.J.A.	3	Open Elective/M.C.J.A.	3
Open Elective/M.C.J.A.	3	Open Elective/M.C.J.A.	3
	15		**15**

Total Hours: 122

* "C" or better required in all courses marked

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

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

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. 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 qualifies a student for State of Maine Mental Health Rehabilitation Technician-Community level certification (MHRT-C).

This unique curriculum provides a strong core of professional courses as well as varied liberal arts offerings leading to Bachelor's degrees in both Criminal Justice and Psychology. 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, 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. Students in this program may also be eligible to attend the Maine Criminal Justice Academy's Basic Corrections Program, which certifies individual to become eligible for employment as a corrections officer in the State of Maine, and receive six college credits as well. Those students in their final year of study may choose instead to attend the Academy's Basic Law Enforcement Training Program 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) 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.

In order to earn both degrees, students will be expected to fulfill the program objectives for the B.S. Criminal Justice and B.S. Psychology.

The programmatic outcomes for the B.S. Criminal Justice/B.S. Psychology are:

- Students will understand core theories and practices in criminal justice - Administration of Justice; Law Enforcement; Law Adjudication; Corrections; Criminological Theory
- Students will demonstrate critical thinking and professional communication skills.
- Students will apply legal and ethical principles to decision making.
- Students will apply quantitative and qualitative methods and tools to formulate decision alternatives.

- Students will apply critical thinking to diversity issues that arise in Criminal Justice
- Students will demonstrate the ability to work with diverse colleagues in team situations.
- Students will apply theories of human behavior to solve problems

General Education Courses		
CJ 411	Crisis Intervention (/MCJA)	3
CJ 445	Criminal Justice Capstone	3
EH 105	College Writing *	3
HE 111	The Husson Experience ***	1
HY 211	American National Government	3
MS 132	Probability and Statistics	3
PY 111	General Psychology	3
PY 141	Human Growth and Development	3
SY 201	Principles of Sociology	3
or SY 222	Cultural Anthropology	
Fine Arts Elective		3
Foreign Culture and Conversation Elective		3
Humanities Elective *		3
Lab Science Elective (Must also qualify as a sustainability elective)		3
Literature Elective		3
Math I Elective		4
Philosophical Elective		3
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 (/MCJA)	3
CJ 435	Management & Criminal Justice	3
CM 221	Professional Communications	3
MH 200	Community Integration and Inclusion (or Open Elective)	3
MH 201	Policy Knowledge (or Open Elective)	3
MH 202	Mind-Body Connection (or Open Elective)	3
MH 203	Vocational Support (or Open Elective)	3
PL 200	Criminal Law *	3
PY 113	Ethics and Professional Conduct (or Psychology Elective)	3
PY 231	Social Psychology *	3
PY 232	Abnormal Psychology	3
PY 242	Research Methods	3
PY 322	Cultural Competency (or Psychology Elective) [1]	3
PY 335	Behavioral, Psychological, and Rehabilitation Intervention Models (or PY Elective) [1,2]	3
PY 442	Seminar in Psychology	3
PY 447	Trauma and Resiliency (or Psychology Elective) [1]	3
PY 491	Field Placement	3
Advanced Criminal Justice Electives (5) or Maine Criminal Justice Academy		15
Criminal Justice Elective		3
Psychology Elective		9
Total Hours		**152**

Suggested Course Sequence

First Year

Fall	Hours	Spring	Hours
CJ 101*	3	CJ 225*	3
EH 105*	3	PY 141	3
HE 111***	1	SY 201 or 222	3
PY 111*	3	Humanities Elective *	3
Math I Elective	4	Lab Science Elective (Must also qualify as a sustainability elective)	3
Philosophical Elective	3		
	17		**15**

Second Year

Fall	Hours	Spring	Hours
CJ 215*	3	PL 200*	3
CJ 309	3	PY 113 (or Psychology Elective)	3
MS 132	3	PY 231*	3
PY 232	3	PY 242	3
Literature Elective	3	Foreign Culture and Conversation Elective	3
	15		**15**

Third Year

Fall	Hours	Spring	Hours
CJ 310	3	CJ 221	3
CJ 341 (/MCJA)	3	CJ 235*	3
CM 221	3	HY 211	3
MH 200 (or Open Elective)	3	MH 201 (or Open Elective)	3
Psychology Elective	3	PY 322 (or PY Elective)	3
	15		**15**

Fourth Year

Fall	Hours	Spring	Hours
CJ 411	3	BA 311	3
MH 202 (or Open Elective)	3	CJ 315	3
PY 335 (or PY Elective)	3	CJ 435	3
Fine Arts Elective	3	MH 203 (or Open Elective)	3

Psychology Elective	3	PY 447 (or PY Elective)	3
	15		**15**

Fifth Year

Fall	Hours	Spring	Hours
CJ 445*	3	PY 442	3
Psychology Elective	3	PY 491	3
Advanced Criminal Justice Elective/M.C.J.A.	3	Advanced Criminal Justice Elective/M.C.J.A.	3
Advanced Criminal Justice Elective/M.C.J.A.	3	Advanced Criminal Justice Elective/M.C.J.A.	3
Advanced Criminal Justice Elective/M.C.J.A.	3	CJ Elective	3
	15		**15**

Total Hours: 152

* "C" or better in all courses marked

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

B.S. Criminal Justice/M.S. Criminal Justice Administration

This five year program was established to provide a faster completion of an undergraduate and graduate degree concentrating on crime prevention and on the administration of the criminal justice system. 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 a minimum of 120 undergraduate semester hours including general education requirements as well as criminal justice, business, and related courses and 30 graduate semester hours.

The programmatic outcomes for the B.S. Criminal Justice/M.S.C.J.A. are:

1. Students will demonstrate an understanding of the following concepts: Theories of Criminal Behavior; The Law; Law Enforcement; Corrections; The Court System; Critical Thinking; Research Methodology and Statistics.

2. Graduating CJ majors will demonstrate excellent or outstanding understanding of the key concepts of Criminal Justice, Administration of Justice, Law Enforcement, Law Adjudication, Corrections, Criminological Theory, Research and Analytical Methods.

3. Students will apply ethical decision making skills and integrity in an ever-changing, global environment

4. Students will produce and present effective oral and written forms of communication appropriate to the profession

5. Students will analyze diversity issues in the criminal justice field

6. Students will evaluate the legal and social impacts of criminal law in our changing society

7. Students will apply critical problem solving and professional skills in an experiential learning environment

Students are expected to maintain a GPA of 3.0 in their undergraduate courses to take graduate classes and must maintain a 3.0 in graduate classes to remain in this program. The following course of study outlines the degree requirements for both the B.S. Criminal Justice and the M.S. Criminal Justice Administration.

General Education Courses		
CJ 411	Crisis Intervention (/MCJA)	3
CJ 445	Criminal Justice Capstone *	3
EH 105	College Writing *	3
HE 111	The Husson Experience ***	1
MS 132	Probability and Statistics	3
PY 111	General Psychology	3
Fine Arts Elective		3
Foreign Culture and Conversation Elective		3
Historical Elective		3
Humanities Elective		3
Lab Science Elective (Must also qualify as a sustainability elective)		3
Literature Elective		3
Math I Elective		4
Perspectives Electives		6
Philosophical Elective		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 309	Constitutional Law	3
CJ 310	Mod Penology and Corrections	3
CJ 315	Juvenile Justice	3
CJ 337	Interviewing and Interrogation (/MCJA)	3
CJ 341	Investigations (/MCJA)	3
CJ 400	Evidence	3
CJ 435	Management & Criminal Justice	3
PL 200	Criminal Law *	3
BA/CJ/PL/PY Electives		21
CJ Elective 300/400 Level		3
Open Undergrad Electives (4) or MCJA		12
Graduate Courses		
BA 600	Research Methods in Business and Education	3
BA 605	Management Communications	3
CJ 705	Leadership & Ethics	3
CJ 717	Graduate Capstone Course	3
Graduate Business Electives		9
Graduate Criminal Justice Electives (CJ 700+)		9
Total Hours		**152**

Suggested Course Sequence

First Year

Fall	Hours	Spring	Hours
CJ 101*	3	CJ 225*	3
HE 111***	1	PY 111	3
EH 105*	3	Lab Science Elective (Must also qualify as a sustainability elective)	3
Humanities Elective	3	Perspectives Elective	3
Math I Elective	4	Perspectives Elective	3
Philosophical Elective	3		
	17		**15**

Second Year

Fall	Hours	Spring	Hours
CJ 215*	3	CJ 221	3
MS 132	3	CJ 235*	3
PL 200*	3	CJ 400	3
Literature Elective	3	Foreign Culture and Conversation Elective	3
BA/CJ/PL/PY Elective	3	BA/CJ/PL/PY Elective	3
	15		**15**

Third Year

Fall	Hours	Spring	Hours
CJ 309	3	CJ 315	3
CJ 310	3	CJ 337 (/MCJA)	3
CJ 341 (/MCJA)	3	CJ 435	3
BA/CJ/PL/PY Elective	3	Fine Arts Elective	3
BA/CJ/PL/PY Elective	3	BA/CJ/PL/PY Elective	3
	15		**15**

Fourth Year

Fall	Hours	Spring	Hours
BA 605	3	BA 600	3
CJ 705	3	CJ 445*	3
BA/CJ/PL/PY Elective	3	Historical Elective	3
CJ Elective 300/400 Level	3	BA/CJ/PL/PY Elective	3
Graduate Business Elective	3	Open Undergraduate Elective/M.C.J.A.	3
	15		**15**

Fifth Year

Fall	Hours	Spring	Hours
Graduate Business Elective	3	CJ 411 (/MCJA)	3
Graduate Criminal Justice Elective 700+ Level	3	CJ 717	3
Graduate Criminal Justice Elective 700+ Level	3	Graduate Business Elective	3
Open Undergraduate Elective/M.C.J.A.	3	Graduate Criminal Justice Elective 700+ Level	3
Open Undergraduate Elective/M.C.J.A.	3	Open Undergraduate Elective/M.C.J.A.	3
	15		**15**

Total Hours: 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.

B.S. Criminal Justice - National/ Corporate Security/M.S. Criminal Justice Administration

After September 11, 2001, security professionals became important to a variety of organizations and businesses. They are employed by organizations or government to protect the property, personnel, information, and economic assets from man-made and natural disasters and ensure business continuity. It is important for security professionals to learn about technical and supervisory responsibilities. They protect the workplace from theft, workplace violence, crime, and terrorism. Security management professionals may perform security risk assessments, conduct investigations, design crime prevention programs and security systems, create, implement and manage loss prevention programs, protect high-risk personnel, devise and implement disaster recovery plans and business continuity plans. Students in the national/corporate security concentration will study security management concepts through a series of seven classes in addition to the core criminal justice curriculum.

The programmatic outcomes for the B.S. Criminal Justice–National/ Corporate Security/M.S.C.J.A. are:

1) Students will understand core theories and practices in criminal justice–Administration of Justice; Law Enforcement; Law Adjudication; Corrections; Criminological Theory

2) Students will demonstrate critical thinking and professional communication skills.

3) Students will apply legal and ethical principles to decision making.

4) Students will apply quantitative and qualitative methods and tools to formulate decision alternatives.

5) Students will apply critical thinking to diversity issues that arise in Criminal Justice.

6) Students will demonstrate the ability to work with diverse colleagues in team situations.

7) Students will understand and discuss paradigm shifts in the terror age, to include asymmetric threats, non-nation states, non-contiguous battlefields, and bureaucracies vs. ideologies and will understand the use of technology and its application by terrorists and insurgents.

8) Students will explore and analyze a variety of threats against U. S. National Security and synthesize possible solutions into actionable risk mitigation and counterproliferation/counterforce strategies.

General Education Courses		
CJ 411	Crisis Intervention (/MCJA)	3
CJ 445	Criminal Justice Capstone *	3
EH 105	College Writing *	3
HE 111	The Husson Experience ***	1
Literature Elective		3
MS 132	Probability and Statistics	3
PY 111	General Psychology	3
Fine Arts Elective		3
Foreign Culture and Conversation Elective		3
Historical Elective		3
Humanities Elective		3
Lab Science Elective (Must also qualify as a sustainability elective)		3
Math I Elective		4
Perspectives Electives		6
Philosophical Elective		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 309	Constitutional Law	3
CJ 310	Mod Penology and Corrections	3
CJ 315	Juvenile Justice	3
CJ 337	Interviewing and Interrogation (/MCJA)	3
CJ 341	Investigations (/MCJA)	3
CJ 400	Evidence	3
CJ 435	Management & Criminal Justice	3
PL 200	Criminal Law *	3
BA/CJ/PL/PY Elective		3
CJ Elective 300/400 Level		3
Open Undergraduate Electives (4) or MCJA		12
Concentration Courses		
CJ 402	Perspectives in Terrorism	3
CJ 412	Homeland Security	3
CJ 414	Counterterrorism and Counterinsurgency	3
CJ 415	Corporate Security	3
CJ 416	Global Jihad and Radicalization	3
CJ/Security Elective		3
Graduate Courses		
BA 600	Research Methods in Business and Education	3
BA 605	Management Communications	3
CJ 705	Leadership & Ethics	3
CJ 717	Graduate Capstone Course	3
Graduate Business Electives		9
Graduate Criminal Justice Electives 700+		9
Total Hours		**152**

First Year

Fall	Hours	Spring	Hours
CJ 101*	3	CJ 225*	3
EH 105*	3	PY 111	3
HE 111***	1	Lab Science Elective (Must also qualify as a sustainability elective)	3
Humanities Elective	3	Perspectives Elective	3
Math I Elective	4	Perspectives Elective	3
Philosophical Elective	3		
	17		**15**

Second Year

Fall	Hours	Spring	Hours
CJ 215*	3	CJ 221	3
CJ 402	3	CJ 235*	3
MS 132	3	CJ 400	3
PL 200*	3	CJ 412	3
Literature Elective	3	Foreign Culture and Conversation Elective	3
	15		**15**

Third Year

Fall	Hours	Spring	Hours
CJ 309	3	CJ 315	3
CJ 310	3	CJ 337 (/MCJA)	3
CJ 341 (/MCJA)	3	CJ 435	3
CJ 414	3	CJ/Security Elective	3
BA/CJ/PL/PY Elective	3	Fine Art Elective	3
	15		**15**

Fourth Year

Fall	Hours	Spring	Hours
BA 605	3	BA 600	3
CJ 415	3	CJ 416	3
CJ 705	3	CJ 445*	3
CJ Elective 300/400 Level	3	Historical Elective	3
Graduate Business Elective	3	Open Undergraduate Elective/M.C.J.A.	3
	15		**15**

Fifth Year

Fall	Hours	Spring	Hours
Graduate Business Elective	3	CJ 411 (/MCJA)	3
Graduate Criminal Justice Electives 700+	3	CJ 717	3
Graduate Criminal Justice Electives 700+	3	Graduate Business Elective	3
Open Undergraduate Elective/M.C.J.A.	3	Graduate Criminal Justice Electives 700+	3
Open Undergraduate Elective/M.C.J.A.	3	Open Undergraduate Elective/M.C.J.A.	3
	15		**15**

Total Hours: 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.

NOTE** CJ 337, CJ 341, and CJ 400 are taken as "core" courses and directly relate to this concentration

B.S. Criminal Justice - Psychology/ M.S. Criminal Justice Administration

The concentration in psychology educates students in criminal justice on the interface between the two disciplines of criminal justice and psychology. The scope and sequence of seven psychology courses, in addition to the core criminal justice curriculum, provide students with a foundation in the interdisciplinary science of psychology, including the biological and psychosocial bases of behavior, learning, personality, and cognition. Students gain competency in research methods in the social sciences.

The programmatic outcomes for the B.S. Criminal Justice--Psychology/ M.S.C.J.A. are:

1) Students will analyze how criminal justice policy is formulated at the federal, state and local level within a political, economic and social context.
2) Students will articulate the roles and functions of the various components of the criminal justice system.
3) Students will apply decision-making techniques, using quantitative and qualitative analysis, and theory to management issues.
4) Students will apply critical thinking to diversity issues that arise in Criminal Justice
5) Students will demonstrate leadership skills through effective written and oral communication.
6) Students will use current technology to access information, analyze and interpret data, and generate reports.
7) Students will implement leadership skills to work effectively within diverse teams.

General Education Courses		
CJ 411	Crisis Intervention (/MCJA)	3
CJ 445	Criminal Justice Capstone *	3
EH 105	College Writing *	3
HE 111	The Husson Experience ***	1
MS 132	Probability and Statistics	3
PY 111	General Psychology	3
Fine Arts Elective		3
Foreign Culture and Conversation Elective		3
Historical Elective		3
Humanities Elective		3
Lab Science Elective (Must also qualify as a sustainability elective)		3
Literature Elective		3
Math I Elective		4
Perspectives Electives		6
Philosophical Elective		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 309	Constitutional Law	3
CJ 310	Mod Penology and Corrections	3
CJ 315	Juvenile Justice	3
CJ 337	Interviewing and Interrogation	3
CJ 341	Investigations	3
CJ 400	Evidence	3
CJ 435	Management & Criminal Justice	3
PL 200	Criminal Law *	3
CJ Elective 300/400 Level		3
Open Undergrad Elec (4) or MCJA		12
Concentration Courses		
PY 141	Human Growth and Development	3
PY 232	Abnormal Psychology	3
PY 242	Research Methods	3
PY Electives 300/400		12
Graduate Courses		
BA 600	Research Methods in Business and Education	3
BA 605	Management Communications	3
CJ 705	Leadership & Ethics	3
CJ 717	Graduate Capstone Course	3
Graduate Business Elective		9
Graduate Criminal Justice Electives 700+		9
Total Hours		**152**

First Year

Fall	Hours	Spring	Hours
CJ 101*	3	CJ 225*	3
EH 105*	3	PY 111	3
HE 111***	1	Lab Science Elective (Must also qualify as a sustainability elective)	3
Humanities Elective	3	Perspectives Elective	3

Math I Elective	4	Perspectives Elective	3
Philosophical Elective	3		
	17		**15**

Second Year

Fall	Hours	Spring	Hours
CJ 215*	3	CJ 221	3
MS 132	3	CJ 235*	3
PL 200*	3	CJ 400	3
PY 141	3	PY 232	3
Literature Elective	3	Foreign Culture and Conversation Elective	3
	15		**15**

Third Year

Fall	Hours	Spring	Hours
CJ 309	3	CJ 315	3
CJ 310	3	CJ 337	3
CJ 341	3	CJ 435	3
PY 242	3	Fine Arts Elective	3
PY Elective 300/400	3	PY Elective 300/400	3
	15		**15**

Fourth Year

Fall	Hours	Spring	Hours
BA 605	3	BA 600	3
CJ 705	3	CJ 445*	3
PY Elective 300/400	3	Historical Elective	3
CJ Elective 300/400 Level	3	PY Elective 300/400	3
Graduate Business Elective	3	Open Undergraduate Elective/M.C.J.A.	3
	15		**15**

Fifth Year

Fall	Hours	Spring	Hours
Graduate Business Elective	3	CJ 411 (/MCJA)	3
Graduate Criminal Justice Electives 700+	3	CJ 717	3
Graduate Criminal Justice Electives 700+	3	Graduate Business Elective	3
Open Undergraduate Elective/M.C.J.A.	3	Graduate Criminal Justice Electives 700+	3
Open Undergraduate Elective/M.C.J.A.	3	Open Undergraduate Elective/M.C.J.A.	3
	15		**15**

Total Hours: 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.

Certificate - Counter Terrorism & Security

This certificate is designed to provide a fundamental understanding of the threat of terrorism for law enforcement, military, and corporate security officers who act as the first line of defense against terrorist acts. This on-line and hybrid certificate program is also intended for participants interested in a career in homeland security at federal, state and local levels in counter terrorism agencies. This certificate is offered at both the undergraduate and graduate levels.

Credits from this undergraduate certificate can be applied to a B.S. Criminal Justice degree at Husson University, enhance a degree in another discipline, or augment prior learning to provide for a change in career.

Certificate Programmatic Outcomes:

Students will understand and discuss paradigm shifts in the terror age, to include asymmetric threats, non-nation states, non-contiguous battlefields, and bureaucracies vs. ideologies and will understand the use of technology and its application by terrorists and insurgents.

Students will explore and analyze a variety of threats against U.S. National Security and synthesize possible solutions into actionable risk mitigation and counterproliferation/counterforce strategies.

CJ 402	Perspectives in Terrorism	3
CJ 412	Homeland Security	3
CJ 414	Counterterrorism and Counterinsurgency	3
CJ 415	Corporate Security	3
CJ 416	Global Jihad and Radicalization (n)	3
Total Hours		**15**

Certificate - Criminal Justice

This certificate is designed to give those students who may not be interested in a career in law enforcement a better understanding how the justice system works including the basis of our legal system from both a law and procedural prospective.

Credits from this undergraduate certificate can be applied to a degree other than B.S. Criminal Justice degree at Husson University, enhance a degree in another discipline, or augment prior learning to provide for a change in career.

Programmatic Outcomes:

Students will demonstrate a knowledge of the four major areas of the criminal justice system: law enforcement, courts, corrections, and the juvenile justice system, and the history of those components.

Students will understand the importance of federal and state statutory law, case law, and constitutional law as it relates to the criminal justice field, and evaluate the application/representative nature of those laws with the appropriate socio-historic context of time.

CJ 101	Intro to Justice & Pub Safety	3
or PL 100	Intro to Legal Studies	
CJ 225	Criminal Procedure	3
Choose three of the following:		**9**
PL 200	Criminal Law	
CJ 221	Criminalistics	
CJ 309	Constitutional Law	
CJ 337	Interviewing and Interrogation	
CJ 341	Investigations	
CJ 400	Evidence	
Total Hours		**15**

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 128 semester credit hours maintaining a 2.0 overall cumulative grade point average, a 2.0 overall cumulative average in SC/SL courses, and a 2.5 in certain individual courses as well. Transfer students must complete a minimum of 30 credit hours at Husson University. At least 15 credits must be earned in Husson Forensic Science related 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	3-9
FS 491	Forensic Science 1: Introduction to Crime Analysis	3
FS 492	Forensic Science II: Introduction to Crime Mapping	3
FS 493	Forensic Seminar	4

B.S. Forensic Science

Students are expected to complete at least 128 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.

The programmatic outcomes for the B.S. Forensic Science are:

1. Students will understand how forensic science fits within the criminal justice system.
2. Students will be able to process a crime scene
3. Students will apply decision-making techniques, using quantitative and qualitative analysis, and theory to forensic science issues.
4. Students will apply critical thinking to diversity issues that arise in Criminal Justice
5. Students will demonstrate leadership skills through effective written and oral communication.
6. Students will use current technology to access information, analyze and interpret data, and generate reports.
7. Students will demonstrate the ability to work with diverse colleagues in team situations.

The following courses are required to complete this Bachelors degree:

General Education Courses		
EH 105	College Writing	3
FS 493	Forensic Seminar	4
HE 111	The Husson Experience ***	1
MS 132	Probability and Statistics	3
MS 180	Precalculus with Trigonometry	4
PY 111	General Psychology	3
SC 101	Introduction to Nutrition	3
or SC 167	Energy and Society	
SC 181 & SL 181	Chemistry I and Chemistry Lab I	4
Fine Arts Elective		3
Foreign Culture and Conversation Elective		3
Historical Elective		3
Humanities Elective		3
Literature Elective		3
Perspectives Electives		6
Philosophical Elective		3
Professional Courses		
CJ 101	Intro to Justice & Pub Safety *	3
CJ 221	Criminalistics *	3
CJ 225	Criminal Procedure *	3
CJ 235	Criminology	3
CJ 341	Investigations *	3
CJ 400	Evidence	3
CJ 410	Criminal Justice Internship *	3
CM 100	Speech	3
FS 491	Forensic Science 1: Introduction to Crime Analysis	3

FS 492	Forensic Science II: Introduction to Crime Mapping	3
MS 181	Calculus with Applications	4
PL 200	Criminal Law	3
SC 182 & SL 182	Chemistry II and Chemistry Lab II	4
SC 191 & SL 191	General Biology I and General Biology Lab I	4
SC 192 & SL 192	General Biology II and General Biology Lab II	4
SC 271 & SL 271	Physics I and Physics Lab I	4
SC 272 & SL 272	Physics II and Physics Lab II	4
SC 287 & SL 287	Organic Chemistry I and Organic Chemistry I Laboratory	4
SC 288 & SL 288	Organic Chemistry II and Organic Chemistry II Laboratory	4
SC 334	General Genetics	3
SC 352	Biochemistry	3
SC 399	Topic/ (Biochemical and Molecular Methods)	3
SC/CJ Elective		6
Total Hours		**129**

Suggested Course Sequence

First Year

Fall	Hours	Spring	Hours
CJ 101*	3	CJ 225*	3
EH 105	3	SC 182 & SL 182	4
HE 111***	1	SC 192 & SL 192	4
SC 181 & SL 181	4	Perspectives Elective	3
SC 191 & SL 191	4	Perspectives Elective	3
	15		**17**

Second Year

Fall	Hours	Spring	Hours
CJ 235	3	CJ 341*	3
MS 180	4	CM 100	3
SC 101 or 167	3	MS 181	4
SC 287 & SL 287	4	PY 111	3
Literature Elective	3	SC 288 & SL 288	4
	17		**17**

Third Year

Fall	Hours	Spring	Hours
CJ 221*	3	PL 200	3
MS 132	3	SC 272 & SL 272	4
SC 352	3	SC 334	3
SC 271 & SL 271	4	Historical Elective	3
Philosophical Elective	3	Foreign Culture and Conversation Elective	3
	16		**16**

Fourth Year

Fall	Hours	Spring	Hours
CJ 400	3	FS 492	3
CJ 410*	3	FS 493	4
FS 491	3	Fine Arts Elective	3
SC 399 (Biochemical and Molecular Methods)	3	SC/CJ Elective	3
Humanities Elective	3	SC/CJ Elective	3
	15		**16**

Total Hours: 129

* "C" or better in all courses marked

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

Certificate - Forensics

This certificate is to further develop the skills of students who are seeking careers in a criminal justice profession particularly in the areas of crime scene processing, becoming a member or a Crime Scene Unit (CSU), or in crime analysis.

Credits from this undergraduate certificate can be applied to a B.S. Criminal Justice degree at Husson University, enhance a degree in another discipline, or augment prior learning to provide for a change in career.

Programmatic Outcomes:

Students will demonstrate the ability to think deliberately and analyze complex data for the benefit of the criminal Justice system.

Students will connect and contrast diverse information and evidence while learning to professionally articulate solutions associated with solving crimes.

CJ 221	Criminalistics	3
CJ 225	Criminal Procedure	3
Choose three of the following:		**9**
CJ 190	The Science of Fingerprints	
or SC 190	The Science of Fingerprints	
CJ 240	Forensic Photography	

CJ 409	Criminal Profiling	
FS 491	Forensic Science 1: Introduction to Crime Analysis	
FS 492	Forensic Science II: Introduction to Crime Mapping	
Total Hours		**15**

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. The Legal Studies program with a Pre-Law Concentration provides a curriculum based upon the American Bar Association Core Skills and Values and prepares students for the rigors of the law school curriculum.

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

The following information pertains to those pursuing the 3+3 program in conjunction with the University of Maine School of Law:

Progression Policy for B.S. Legal Studies – Pre Law-3+3 Program

In order to remain enrolled and progress in the B.S. Legal Studies – Pre Law-3+3 program, a student must meet the following requirements:

- 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).
- Students must receive a "C" or better in all courses marked with a * on their curriculum sheet.
- All students must comply with the School of Legal Studies Code of Conduct.
- All students are required to complete a minimum of 121 semester hours while maintaining a 2.0 overall cumulative grade point average and a 2.0 overall in all their major courses.
- Students must complete a minimum of thirty (30) credit hours at Husson University prior to applying at the University of Maine School of Law. At least fifteen (15) credits must be earned in the School of Legal Studies.
- Students applying for the 3 + 3 program must have a cumulative average of 3.3 or better prior to applying at the University of Maine School of Law.
- Students must complete forty-five (45) credit hours at Husson University prior to enrolling at University of Maine School of Law.
- Application to this program is contingent upon Advisor approval and recommendation.
- Students who are accepted to the University of Maine School of Law 3 + 3 Program will attend Maine Law in their final year and will receive transfer credits for satisfactorily completed courses.

The following courses will be transferred to Husson University from the University of Maine School of Law if a grade of C or better is earned and will replace the courses listed in the 4th year of the 3 + 3 curriculum sheet:

- Civil Procedure LAW 613;
- Criminal Law LAW 605;
- Legal Writing I LAW 607;
- Property LAW 610;
- Constitutional Law LAW 620;
- Contracts LAW 603;
- Legal Writing II LAW 608;
- Torts LAW 611.

At the end of the first semester at Maine Law School, students must provide Husson University with an official transcript showing grades earned during that first term. A student who fails to comply with any of the above academic requirements for the B.S. Legal Studies-Pre-Law - 3+3 program, may be denied transfer credits and may no longer be eligible to participate in this accelerated program of study.

B.S. Legal Studies - Pre Law

The Bachelor of Science in Legal Studies with a Pre-Law Concentration requires a minimum of 120 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 programmatic outcomes for the B.S. Legal Studies--Pre Law are:

1. Students will understand core practices in legal studies such as interviewing and investigation; law office management; and litigation
2. Students will demonstrate critical thinking and legal writing skills
3. Students will apply legal and ethical principles to decision making.
4. Students will apply legal research methods and tools to formulate legal arguments and reasoning.
5. Students will apply critical thinking to diversity issues that arise in legal studies
6. Students will demonstrate the ability to work with diverse colleagues in team situations.

- **General Education Courses**

EH 105	College Writing	3
HE 111	The Husson Experience ***	1
PL 305	Legal Ethics	3
PL 309	Constitutional Law	3
PL 403	Advanced Legal Writing	3
PL 407	Legal Studies Capstone *	3
Fine Arts Elective		3
Foreign Culture and Conversation Elective		3
Historical Elective		3
Humanities Elective		3
Lab Science Elective (Must also qualify as a sustainability elective)		3-4
Literature Elective		3
Math I Elective		4
Math II Elective		3
Philosophical Elective		3

Psychological/Sociological Elective		3
Professional Courses		
BA 201	Business Law I	3
BA 202	Business Law II	3
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 400	Evidence	3
PL 404	Civil Litigation II	3
PL 405	Workers Compensation	3
PL 498	Paralegal Internship *	3
BA/CJ/PL Elective		12
CJ/PL Elective		3
Open Elective		9
Total Hours		**122-123**

Suggested Course Sequence

First Year

Fall	Hours	Spring	Hours
BA 201	3	PL 200	3
EH 105	3	PL 201	3
HE 111***	1	Humanities Elective	3
PL 100*	3	Math II Elective	3
PL 204*	3	Psychological/ Sociological Elective	3
Math I Elective	4		
	17		**15**

Second Year

Fall	Hours	Spring	Hours
PL 203*	3	BA 202	3
PL 205*	3	CJ 225	3
PL 305	3	PL 302	3
Literature Elective	3	Philosophical Elective	3
Historical Elective	3	CJ/PL Elective	3
	15		**15**

Third Year

Fall	Hours	Spring	Hours
PL 303	3	PL 403	3
PL 309	3	PL 407	3
Fine Arts Elective	3	PL 498	3
Foreign Culture and Conversation Elective	3	BA/CJ/PL Elective	3
BA/CJ/PL Elective	3	Lab Science Elective (Must also qualify as a sustainability elective)	3-4
	15		**15-16**

Fourth Year

Fall	Hours	Spring	Hours
PL 301	3	PL 304	3
PL 400	3	PL 404	3
BA/CJ/PL Elective	3	PL 405	3
Open Elective	3	BA/CJ/PL Elective	3
Open Elective	3	Open Elective	3
	15		**15**

Total Hours: 122-123

* "C" or better required in all courses marked

*** Credit may not be required for degree completion

Certificate - Pre Law Studies

The Pre Law certificate program provides students with advanced instruction in areas of law which will enable graduates to demonstrate higher level competencies outlined by the American Association for Paralegal Education. Many students undertaking this program are considering attending law school in the future; the courses in this program allow students to explore this area of study and provide a solid educational foundation for success in law school. The Pre Law certificate courses can be applied to a degree in the School of Legal Studies at Husson University, enhance a degree in another discipline, or augment prior learning to provide for a change in career.

Programmatic Outcomes:

Students will develop skill in interpreting Federal and Maine rules of evidence and the application of case law to those rules. Interpretation includes examining the truth-finding function of the rules and other goals such as trial process efficiency, fairness, effective exercise of guided judicial discretion and regulation of some out of court behavior.

Students will demonstrate improved oral and written presentation skills.

Required Courses

PL 100	Intro to Legal Studies	3
or CJ 101	Intro to Justice & Pub Safety	
PL 203	Civil Litigation	3
PL 205	Legal Research and Writing	3
PL 309	Constitutional Law	3

or CJ 309	Constitutional Law	
Total Hours		**12**

Certificate - Paralegal Studies

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. Students will be required to complete 15 credit hours (5 courses). Students who complete this Certificate can continue their studies with an Advanced Civil Practice or Advanced Criminal Practice Certificate.

Programmatic Outcomes:

Students will develop skill in interpreting Federal and Maine rules of evidence and the application of case law to those rules. Interpretation includes examining the truth-finding function of the rules and other goals such as trial process efficiency, fairness, effective exercise of guided judicial discretion and regulation of some out of court behavior.

Students will demonstrate improved oral and written presentation skills.

Required Courses		
PL 100	Intro to Legal Studies	3
PL 205	Legal Research and Writing	3
Choose One of the Following		3
BA 201	Business Law I	
PL 201	Real Estate Law	
Choose One of the Following		3
PL 203	Civil Litigation	
PL 200	Criminal Law	
Choose One of the Following		3
PL 303	Alternative Dispute Resolution	
PL 305	Legal Ethics	
Total Hours		**15**

Candidates for a Certificate Paralegal Studies are required to complete a minimum of 15 semester credit hours maintaining a 2.0 overall cumulative grade point average.

Certificate - Advanced Civil Practice Paralegal

The Advanced Civil Practice Certificate Program provides advanced instruction in civil litigation which will enable graduates to demonstrate at a higher level the competencies outlined by the American Association for Paralegal Education. Many students undertaking 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 or they might not 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 students who have already earned a Paralegal Certificate to earn an advanced certificate in the area of civil litigation.

Programmatic Outcomes:

Students will develop skill in interpreting Federal and Maine rules of evidence and the application of case law to those rules. Interpretation includes examining the truth-finding function of the rules and other goals such as trial process efficiency, fairness, effective exercise of guided judicial discretion and regulation of some out of court behavior.

Students will demonstrate improved oral and written presentation skills.

Required Courses		
PL 403	Advanced Legal Writing	3
PL 404	Civil Litigation II	3
Choose one of the Following		3
PL 302	Family Law	
PL 405	Workers Compensation	
Choose one of the Following		3
BA 202	Business Law II	
PL 304	Alternative Dispute Resolution II	
Choose one of the Following		3
PL 301	Torts	
PL 400	Evidence	
PL 407	Legal Studies Capstone	
PL 498	Paralegal Internship	
Total Hours		**15**

Candidates for an Advanced Civil Practice Paralegal Certificate are required to complete a minimum of 15 semester credit hours maintaining a 2.0 overall cumulative grade point average. Successful completion of the Paralegal Certificate is required to enroll in this program.

Certificate - Advanced Criminal Practice Paralegal

The Advanced Criminal Practice Certificate Program provides advanced instruction in criminal litigation which will enable graduates to achieve the higher level of competencies outlined by the American Association for Paralegal Education. Many students undertaking 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, or they might not 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 provides and opportunity for students who have already earned a Paralegal Certificate to earn an advanced certificate in the area of criminal litigation.

Programmatic Outcomes:

Students will develop skill in interpreting Federal and Maine rules of evidence and the application of case law to those rules. Interpretation includes examining the truth-finding function of the rules and other goals such as trial process efficiency, fairness, effective exercise of guided judicial discretion and regulation of some out of court behavior.

Students will demonstrate improved oral and written presentation skills.

Required Courses		
PL 400	Evidence	3
PL 309	Constitutional Law	3
PL 403	Advanced Legal Writing	3
Choose One of the Following		3
PL 303	Alternative Dispute Resolution	
CJ 225	Criminal Procedure	
Choose One of the Following		3
PL 407	Legal Studies Capstone	
PL 498	Paralegal Internship	
Total Hours		**15**

Candidates for an Advanced Criminal Practice Paralegal Certificate are required to complete a minimum of 15 semester credit hours maintaining a 2.0 overall cumulative grade point average. Successful completion of the Paralegal Certificate is required to enroll in this program.

Army R.O.T.C.

Army ROTC is a college elective program designed to develop individual leadership skills for either a military or civilian career. Husson students can participate in the ROTC program during freshman and sophomore college years without any military obligation. Students can apply to earn the Military Leadership minor. Additionally, credits from ROTC courses can be applied to traditional degree programs like business, criminal justice or nursing. Students take classes at Husson during their first two years with some physical fitness training at the University of Maine campus in Orono. Students join with University of Maine colleagues in their third and fourth years for classes on the Orono campus.

Army ROTC gives students a wide range of experiences while you work toward your college degree. ROTC combines classroom instruction with hands-on training. Participants may gain scholarship status in their second year and graduate from ROTC as second lieutenants in the Army.

Courses in the program include:

ML 100 Leadership Laboratory (0 s.h.)

ML 101 Foundations of Officership (1 s.h.)

ML 102 Basic Leadership (1 s.h.)

ML 201 Individual Leadership Studies (2 s.h.)

ML 202 Leadership and Teamwork (2 s.h.)

ML 301 Leadership and Problem Solving (3 s.h.)

ML 302 Leadership and Ethics (3 s.h.)

ML 350 The Evolution of American Warfare (3 s.h.)

ML 390 Cultural Understanding and Language Proficiency (CULP) (3 s.h.)

ML 401 Leadership and Management (4 s.h.)

ML 402 Officership (4 s.h.)

ML 410 Cadet Troop Leader Training (3 s.h.)

ML 420 Cadet Leadership Course (3 s.h.)

ROTC courses may be applied to degree programs at Husson as follows (individual curriculum assessment will be done for each student):

ML 101 & ML 201 = Open elective credit

ML 102 & ML 202 = Open elective credit

ML 301 = CJ elective, open elective or BA 310 BA 310 credit

ML 302 = BA 302, CJ 330, or open elective credit

ML 350 = Open elective credit

ML 390 = Open elective credit

ML 401 = BA elective, BA 351, or CJ 435

ML 402 = BA elective, CJ elective or open elective credit

ML 410 = BA elective, CJ elective or open elective credit

ML 420 = BA elective, CJ elective or open elective credit

Minor - Military Leadership

The Army ROTC program is divided into two parts: the basic course (level 100 and 200 classes) and the advanced course (level 300 and 400 classes). Students can earn a Military Leadership minor by completing 18 credit hours in related course work.

ML 101	Foundations of Officership	1
ML 102	Basic Leadership	1
ML 201	Individual Leadership Studies	2
ML 202	Leadership and Teamwork	2
ML 301	Leadership and Problem Solving	3
ML 302	Leadership and Ethics	3
Elective Courses (6 credit hours required)		
Choose two of the following		6
ML 350	The Evolution of American Warfare	
ML 401	Leadership and Management	
ML 402	Officership	
CJ 402	Perspectives in Terrorism	
CJ 412	Homeland Security	
CJ 414	Counterterrorism and Counterinsurgency	
HY 111	United States History I	
HY 112	United States History II	
HY 211	American National Government	
Total Hours		**18**

School of Technology and Innovation

The School of Technology and Innovation prepares students to launch careers as IT professionals, positioned to develop and implement solutions that meet the needs of organizations within public and private sectors, as well as nonprofits. We embrace the fact that technology is integral to how we live while recognizing the responsibility we have to explore the relationship between technology and society.

Through our innovative programs, you'll develop core knowledge in your major. You'll "learn by doing" as you apply your skills to real-world scenarios. And perhaps most importantly, you'll gain the skills and knowledge to solve problems, create, collaborate, communicate, and

polish your professionalism. These are transferable skills that will support you throughout the lifespan of your career.

Extended Reality

Extended Reality (XR) professionals design and implement XR solutions for variety of applications including entertainment, education, marketing and research. XR solutions leverage augmented reality, virtual reality, spatial audio and a myriad of other tool sets related to spatial computing and immersive technologies. The Husson XR curriculum includes a strong core of design, communications, computer programming and XR hardware technology.

Skills learned in the program:

-Operate, design for and implement key XR technologies

-Design XR solutions

-Apply the use of Game Engines to XR challenges

-Design digital assets for integration into XR projects

-Utilize computer programming principles for XR

At Husson University you will learn to apply the power of extended reality to solve problems for a wide variety of businesses and organizations.

Requirements for XR majors:

Candidates for a Bachelor of Science degree in Extended Reality are required to complete a minimum of 121 semester hours maintaining a 2.0 overall cumulative grade point average and a 2.0 overall in their major courses. *A "Professional Elective" is defined as AE,VF,MC,GV,FA and IT. Transfer students must complete a minimum of thirty (30) credit hours at Husson University.

B.S. Extended Reality

GENERAL EDUCATION REQUIREMENTS		
BR 120	Art and Design Foundations	3
EH 105	College Writing	3
HE 111	The Husson Experience ***	1
MC 101	Introduction to Media	3
MC 400	Ethics in Media	3
PY 111	General Psychology	3
VF 245	Photography I	
Foreign Culture and Conversation Elective		3
Historical Elective		3
Humanities Elective		3
Lab Science Elective (Must also qualify as a sustainability elective)		3-4
Literature Elective		3
Math I Elective		4
Math II Elective		3
Philosophical Elective		3
NESCom CORE CLASSES		
GV 245	Graphic Design I	3
IT 121	Computer Applications for Digital Media	3
MC 236	History of Mass Communications	3
MC 301	Career Preparation	1
VF 100	Intro to Video Production	3
VF 245	Photography I	3
XR CORE CLASSES		
AE 100	Audio Engineering I	3
AE 101	Applied Audio Engineering I	2
GV 145	Design Thinking and Innovation	3
GV 108	2D - 3D Drafting Design	3
GV 208	3D Modeling I	3
GV 292	Game Engines I	3
GV 308	3D Modeling II	3
GV 392	Game Engines II	3
IT 223	User Experience and Interaction Design	3
IT 261	Introduction to Computer Programming I	3
IT 265	Introduction to iOS App Development	3
IT 366	Programming Principles for Augmented Reality	3
XR 100	XR Research Practicum I	1-3
XR 177	Extended Reality I	3
XR 200	XR Research Practicum II	1-3
XR 277	Extended Reality II	3
XR 377	Extended Reality III	3
XR 477	Extended Reality Capstone	3
Professional Electives (AE, FA, GV, IT, MC, VF)		9
Professional Electives 300+ (AE, FA, GV, IT, MC, VF)		6
Total Hours		**121-126**

First Year

Fall	Hours	Spring	Hours
BR 120	3	EH 105	3
HE 111	1	GV 108	3
IT 121	3	GV 145	3
XR 100	1-3	MC 101	3
XR 177	3	PY 111	3
Math I Elective	4		
	15-17		**15**

Second Year

Fall	Hours	Spring	Hours
AE 100	3	GV 245	3
AE 101	2	VF 100	3
GV 208	3	XR 200	1-3
GV 292	3	XR 277	3
IT 261	3	Math II Elective	3
Literature Elective	3	Professional Elective*	3
	17		**16-18**

Third Year

Fall	Hours	Spring	Hours
IT 265	3	GV 308	3

VF 245	3	GV 392	3
XR 377	3	IT 366	3
Philosophical Elective	3	Historical Elective	3
Professional Elective*	3	Professional Elective*	3
	15		**15**

Fourth Year

Fall	**Hours**	**Spring**	**Hours**
IT 223	3	MC 301	1
XR 477	3	MC 400	3
Lab Science Elective (Must also qualify as a sustainability elective)	3-4	MC 236	3
Foreign Culture and Conversation Elective	3	Humanities Elective	3
Professional Elective (300+)*	3	Professional Elective / Internship (300+)*	3
	15-16		**13**

Total Hours: 121-126

* *A "Professional Elective" is defined as AE, GV, MC, VF, FA and IT.

*** May not be required for degree completion.

Certificate - Extended Reality

GV 208	3D Modeling I	3
GV 292	Game Engines I	3
IT 261	Introduction to Computer Programming I	3
XR 177	Extended Reality I	3
XR 277	Extended Reality II	3
Total Hours		**15**

Certificate - User Experience Design

This interdisciplinary certificate includes courses in Graphic/Visual Design, Integrated Technology including Software Development and Web Design and Development, and Marketing Communications.

Credits from this undergraduate certificate can be applied to a degree at Husson University, enhance a degree in another discipline, or augment prior learning to provide for a change in career.

GV 145	Design Thinking and Innovation	3
GV 323	Advanced UX Design	3
IT 223	User Experience Design	3
MK 338	Marketing Research	3
Choose one of the following:		**3**
GV 245	Graphic Design I	
IT 110	Data Exploration & Visualization	
IT 202	Web Design for Non-Majors	
IT 207	Web Design I	
IT 311	Interaction Design	
Total Hours		**15**

Integrated Technology

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

Students learn programming in key languages. Courses involving networking and network management as well as website design give students valuable high-level skills and prepare them to go directly from college into the profession. At Husson University you will learn to use the computer to manage many different forms of information that are vital to organizations today.

The following are the core programmatic outcomes for the Integrated Technology program:

[Problem Solvers] Analyze a complex computing problem and apply principles of computing and other relevant disciplines to identify solutions

[Creators] Design, Implement and Evaluate a computing-based solution to meet a given set of computing requirements in the context of the program's discipline

[Communicators] Communicate effectively in a variety of professional contexts

[Professionals] Recognize professional responsibilities and make informed judgments in computing practice based on legal and ethical principles

[Collaborators] Function effectively as a member or leader of a team that is engaged in activities appropriate to the program's discipline

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 IT prefix courses. Transfer students must complete a minimum of 30 credit hours, and at least 15 credits must be earned in IT prefix courses at Husson University.

B.S. Integrated Technology - Computer Information Systems

The Computer Information Systems concentration focuses on the experiential learning model to prepare students for a wide variety of positions within the Integrated Technology (IT) field. 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. In completing the B.S. IT - CIS degree, students will be expected to solve business problems using critical thinking skills, demonstrate effective business and technology communicators, become technically proficient in developing and delivering IT solutions, and obtain strong ethical awareness within the context of business.

General Education		
BA 302	Business Ethics	3
CM 100	Speech	3
EH 105	College Writing	3
HE 111	The Husson Experience ***	1
MS 132	Probability and Statistics	3
Math I Elective		4
Fine Arts Elective		3
Foreign Culture and Conversation Elective		3
Historical Elective		3
Lab Science Elective		3-4
Literature Elective		3
Perspectives Elective		3
Philosophical Elective		3
Psychological/Sociological Elective		3
Sustainability Elective or Open Elective		3
Integrated Technology Core		
BA 101	Introduction to Business	3
CM 200	Interpersonal Communication	3
or CM 221	Professional Communications	
IT 261	Introduction to Computer Programming I	3
IT 305	Workflow Management	3
IT 351	Information Technology Internship	3
IT 431	Theory and Practice in IT Security	3
IT 471	Current Trends in IT	3
IT 481	Project Management Techniques	3
IT 482	Information Technology Project Development	3
MK 220	Marketing Fundamentals	3
AC/BA/MC Elective		3
AC/BA/MC Electives (200+)		6
IT Elective		3
IT Electives (300+)		6
Open Electives		9
CIS Concentration		
IT 241	Managing and Maintaining a PC I	3
IT 242	Managing and Maintaining a PC II	3
IT 262	Introduction to Computer Programming II	3
IT 331	Networking	3
IT 341	Managing and Maintaining a Windows Server I	3
IT 342	Managing and Maintaining a Windows Server II	3
IT 410	Database Design	3
Total Hours		**122-123**

Freshman

Fall	Hours	Spring	Hours
CM 100	3	BA 101	3
EH 105	3	IT 242	3
HE 111***	1	MS 132	3
IT 241	3	Foreign Culture and Conversation Elective	3
Math I Elective	4	Philosophical Elective	3
Psychological/Sociological Elective	3		
	17		**15**

Sophomore

Fall	Hours	Spring	Hours
IT 261	3	BA 302	3
IT 331	3	CM 200 or 221	3
MK 220	3	IT 262	3
AC/BA/MC Elective	3	Fine Arts Elective	3
Literature Elective	3	Historical Elective	3
	15		**15**

Junior

Fall	Hours	Spring	Hours
IT 305	3	IT 342	3
IT 341	3	IT 351	3
IT 471	3	IT 410	3
Lab Science Elective	3-4	Open Elective	3
Sustainability Elective or Open Elective	3	Perspectives Elective	3
	15-16		**15**

Senior

Fall	Hours	Spring	Hours
IT 481	3	IT 431	3
AC/BA/MC Elective (200+)	3	IT 482	3
IT Elective (300+)	3	AC/BA/MC Elective (200+)	3
IT Elective	3	IT Elective (300+)	3
Open Elective	3	Open Elective	3
	15		**15**

Total Hours: 122-123

***
May not be required for degree completion.

B.S. Integrated Technology - Computer Information Systems/ M.B.A.

The dual bachelor's degree in IT and Master of Business Administration program advances an undergraduate/graduate integrated technology and management curriculum. It combines the technical skills from the undergraduate integrated 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.

The Computer Information Systems concentration focuses on the experiential learning model to prepare students for a wide variety of positions within the Integrated Technology (IT) field. 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. In completing the B.S. IT - CIS degree, students will be expected to solve business problems using critical thinking skills, become effective business and technology communicators, obtain proficiency in developing and delivering IT solutions, and obtain strong ethical awareness within the context of business. Students will also need to meet the program objectives of the MBA program.

General Education		
BA 302	Business Ethics	3
CM 100	Speech	3
EH 105	College Writing	3
HE 111	The Husson Experience ***	1
MS 132	Probability and Statistics	3
Fine Arts Elective		3
Foreign Culture and Conversation Elective		3
Historical Elective		3
Lab Science Elective		3-4
Literature Elective		3
Math I Elective		4
Perspectives Elective		3
Philosophical Elective		3
Psychological/Sociological Elective		3
Sustainability Elective or Open Elective		3
Integrated Technology Core		
BA 101	Introduction to Business	3
CM 200 or CM 221	Interpersonal Communication Professional Communications	3
IT 261	Introduction to Computer Programming I	3
IT 305	Workflow Management	3
IT 351	Information Technology Internship	3
IT 431	Theory and Practice in IT Security	3
IT 471	Current Trends in IT	3
IT 481	Project Management Techniques	3
IT 482	Information Technology Project Development	3
MK 220	Marketing Fundamentals	3
AC/BA/MC Elective		3
AC/BA/MC Electives (200+)		6
Open Electives		9
CIS Concentration		
IT 241	Managing and Maintaining a PC I	3
IT 242	Managing and Maintaining a PC II	3
IT 262	Introduction to Computer Programming II	3
IT 331	Networking	3
IT 341	Managing and Maintaining a Windows Server I	3
IT 342	Managing and Maintaining a Windows Server II	3
IT 410	Database Design	3
IT Elective		3
IT Electives (300+)		6

MBA Curriculum		
BA 600	Research Methods in Business and Education	3
BA 601	Managerial Economics	3
BA 602	Managerial Accounting	3
BA 605	Management Communications	3
BA 620 or BA 621	Financial Management Marketing Management	3
BA 625	Global Strategic Management	3
BA 643	Strategic Change Management	3
Graduate Business Elective		9
Total Hours		**152-153**

First Year

Fall	Hours	Spring	Hours
CM 100	3	BA 101	3
EH 105	3	IT 242	3
HE 111***	1	MS 132	3
IT 241	3	Foreign Culture and Conversation Elective	3
Math I Elective	4	Philosophical Elective	3
Psychological/Sociological Elective	3		
	17		**15**

Second Year

Fall	Hours	Spring	Hours
IT 261	3	BA 302	3
IT 331	3	CM 200 or 221	3
MK 220	3	IT 262	3
AC/BA/MC Elective	3	Fine Arts Elective	3
Literature Elective	3	Historical Elective	3
	15		**15**

Third Year

Fall	Hours	Spring	Hours
IT 305	3	IT 342	3
IT 341	3	IT 351	3
IT 471	3	IT 410	3
Lab Science Elective	3-4	Perspectives Elective	3
Sustainability Elective or Open Elective	3	Open Elective	3
	15-16		**15**

Fourth Year

Fall	Hours	Spring	Hours
BA 600	3	BA 602	3
BA 601	3	BA 605	3

AC/BA/MC Elective (200+)	3	IT 431	3
IT Elective	3	AC/BA/MC Elective (200+)	3
Open Elective	3	Open Elective	3
	15		**15**

Fifth Year

Fall	Hours	Spring	Hours
BA 620 or 621	3	BA 625	3
BA 643	3	IT 482	3
IT 481	3	Graduate Business Elective	3
Graduate Business Elective	3	Graduate Business Elective	3
IT Elective (300+)	3	IT Elective (300+)	3
	15		**15**

Total Hours: 152-153

***
May not be required for degree completion

B.S. Integrated Technology - Software Development

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

The Software Development concentration prepares students to develop a wide array of computer software including enterprise applications (apps), mobile apps, web apps, games, and software to integrate systems. IT - Software Development, students will be expected to solve business problems using critical thinking skills, demonstrate effective business and technology communicators, demonstrate technically proficient / knowledgeable and be able to effectively develop software solution, and obtain a basic business understanding and a strong ethical awareness.

General Education

BA 302	Business Ethics	3
CM 100	Speech	3
EH 105	College Writing	3
HE 111	The Husson Experience ***	1
MS 132	Probability and Statistics	3
Fine Arts Elective		3
Foreign Culture and Conversation Elective		3
Historical Elective		3
Lab Science Elective		3-4
Literature Elective		3
Math I Elective		4
Perspectives Elective		3
Philosophical Elective		3
Psychological/Sociological Elective		3
Sustainability Elective or Open Elective		3

Integrated Technology Core

BA 101	Introduction to Business	3
CM 200	Interpersonal Communication	3
or CM 221	Professional Communications	
IT 261	Introduction to Computer Programming I	3
IT 305	Workflow Management	3
IT 351	Information Technology Internship	3
IT 431	Theory and Practice in IT Security	3
IT 471	Current Trends in IT	3
IT 481	Project Management Techniques	3
IT 482	Information Technology Project Development	3
MK 220	Marketing Fundamentals	3
AC/BA/MC Elective		3
AC/BA/MC Electives (200+)		6
IT Elective		3
Open Electives		9
Software Development Concentration		
IT 262	Introduction to Computer Programming II	3
IT 321	Systems Analysis & Design	3
IT 325	Algorithms and Data Structures I	3
IT 326	Algorithms and Data Structures II	3
IT 410	Database Design	3
MS 131	Logic and Problem Solving	3
IT Electives (300+)		6
Choose one of the following:		3-4
MS 251	Discrete Mathematics	
MS 180	Precalculus with Trigonometry	
MS 181	Calculus with Applications	
Total Hours		**122-124**

Freshman

Fall	Hours	Spring	Hours
CM 100	3	BA 101	3
EH 105	3	IT 262	3
HE 111***	1	MS 132	3
IT 261	3	Foreign Culture and Conversation Elective	3
Math I Elective	4	Philosophical Elective	3
Psychological/Sociological Elective	3		
	17		**15**

Sophomore

Fall	Hours	Spring	Hours
IT 325	3	BA 302	3
MK 220	3	CM 200 or 221	3
MS 131	3	IT 326	3
AC/BA/MC Elective	3	MS 180 (or MS 181 or MS 251)	3-4

Literature Elective	3	Fine Arts Elective	3
	15		**15-16**

Junior

Fall	**Hours**	**Spring**	**Hours**
IT 305	3	IT 351	3
IT 321	3	IT 410	3
IT 471	3	Historical Elective	3
Lab Science Elective	3-4	Perspectives Elective	3
Sustainability Elective or Open Elective	3	Open Elective	3
	15-16		**15**

Senior

Fall	**Hours**	**Spring**	**Hours**
IT 481	3	IT 431	3
AC/BA/MC Elective (200+)	3	IT 482	3
IT Elective	3	AC/BA/MC Elective (200+)	3
IT Elective (300+)	3	IT Elective (300+)	3
Open Elective	3	Open Elective	3
	15		**15**

Total Hours: 122-124

***
May not be required for degree completion.

B.S. Integrated Technology - Software Development/M.B.A.

The dual bachelor's degree in IT and Master of Business Administration program advances an undergraduate/graduate integrated technology and management curriculum. It combines the technical skills from the undergraduate integrated 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.

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

The Software Development concentration specifically prepares students to develop a wide array of computer 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, they may be involved in only one or two of these areas. Given the rapid changes in the industry regarding software languages, tools, and techniques, continuous professional development is critical in this field. In pursuing the B.S. in IT - Software Development, students will be expected to solve business problems using critical thinking skills, become effective business and technology communicators, become proficient at developing and delivering software solutions, and develop a strong ethical awareness within the context of business. Students will also need to meet the program objectives of the MBA program.

General Education		
BA 302	Business Ethics	3
CM 100	Speech	3
EH 105	College Writing	3
HE 111	The Husson Experience***	1
MS 132	Probability and Statistics	3
Fine Arts Elective		3
Foreign Culture and Conversation Elective		3
Historical Elective		3
Lab Science Elective		3-4
Literature Elective		3
Math I Elective		4
Perspectives Elective		3
Philosophical Elective		3
Psychological/Sociological Elective		3
Sustainability Elective or Open Elective		3
Integrated Technology Core		
BA 101	Introduction to Business	3
CM 200	Interpersonal Communication	3
or CM 221	Professional Communications	
IT 261	Introduction to Computer Programming I	3
IT 305	Workflow Management	3
IT 351	Information Technology Internship	3
IT 431	Theory and Practice in IT Security	3
IT 471	Current Trends in IT	3
IT 481	Project Management Techniques	3
IT 482	Information Technology Project Development	3
MK 220	Marketing Fundamentals	3
AC/BA/MC Elective		3
AC/BA/MC Electives (200+)		6
IT Electives (300+)		6
Open Electives		9
Software Development Core		
IT 262	Introduction to Computer Programming II	3
IT 321	Systems Analysis & Design	3
IT 325	Algorithms and Data Structures I	3
IT 326	Algorithms and Data Structures II	3
IT 410	Database Design	3
MS 131	Logic and Problem Solving	3
Choose one of the following:		4
MS 180	Precalculus with Trigonometry	
MS 181	Calculus with Applications	
MS 251	Discrete Mathematics	
IT Elective		3
MBA Curriculum		
BA 600	Research Methods in Business and Education	3
BA 601	Managerial Economics	3
BA 602	Managerial Accounting	3

BA 605	Management Communications	3
BA 620	Financial Management	3
or BA 621	Marketing Management	
BA 625	Global Strategic Management	3
BA 643	Strategic Change Management	3
Graduate Business Electives		9
Total Hours		**153-154**

Freshman

Fall	Hours	Spring	Hours
CM 100	3	BA 101	3
EH 105	3	IT 262	3
HE 111***	1	MS 132	3
IT 261	3	Foreign Culture and Conversation Elective	3
Math I Elective	4	Philosophical Elective	3
Psychological/Sociological Elective	3		
	17		**15**

Sophomore

Fall	Hours	Spring	Hours
IT 325	3	BA 302	3
MK 220	3	CM 200 or 221	3
MS 131	3	IT 326	3
AC/BA/MC Elective	3	MS 180 (MS 181 or MS 251)	4
Literature Elective	3	Fine Arts Elective	3
	15		**16**

Junior

Fall	Hours	Spring	Hours
IT 305	3	IT 351	3
IT 321	3	IT 410	3
IT 471	3	Historical Elective	3
Lab Science Elective	3-4	Open Elective	3
Sustainability Elective or Open Elective	3	Perspectives Elective	3
	15-16		**15**

Senior

Fall	Hours	Spring	Hours
BA 600	3	BA 602	3
BA 601	3	BA 605	3
AC/BA/MC Elective (200+)	3	IT 431	3
IT Elective	3	AC/BA/MC Elective (200+)	3
Open Elective	3	Open Elective	3
	15		**15**

Fifth Year

Fall	Hours	Spring	Hours
BA 643	3	BA 625	3
BA 620 or 621	3	IT 482	3
IT 481	3	Grad Business Elective	3
Grad Business Elective	3	Grad Business Elective	3
IT Elective (300+)	3	IT Elective (300+)	3
	15		**15**

Total Hours: 153-154

***
May not be required for degree completion.

B.S. Integrated Technology - Web Development and Design

The Web Design and Development concentration prepares students to develop and maintain the web-based presence for an organization. This includes the ability to design, develop, and maintain both static and dynamic content web sites. In pursuing the B.S. in IT - Web Development and Design degree, students will be expected to solve business problems using critical thinking skills, become effective business and technology communicators, become proficient in developing and delivering IT web-based solutions, and develop strong ethical awareness within the context of business.

General Education

BA 302	Business Ethics	3
CM 100	Speech	3
EH 105	College Writing	3
HE 111	The Husson Experience***	1
MS 132	Probability and Statistics	3
Fine Arts Elective		3
Foreign Culture and Conversation Elective		3
Historical Elective		3
Lab Science Elective		3-4
Literature Elective		3
Math I Elective		4
Perspectives Elective		3
Philosophical Elective		3
Psychological/Sociological Elective		3
Sustainability Elective or Open Elective		3

Integrated Core Curriculum

BA 101	Introduction to Business	3
CM 200	Interpersonal Communication	3
or CM 221	Professional Communications	
IT 261	Introduction to Computer Programming I	3
IT 305	Workflow Management	3
IT 351	Information Technology Internship	3

IT 481	Project Management Techniques	3
IT 482	Information Technology Project Development	3
MK 220	Marketing Fundamentals	3
AC/BA/MC Elective		3
AC/BA/MC Electives (200+)		6
IT Elective		3
Open Electives		9
Web Media Concentration		
GV 245	Graphic Design I	3
IT 201	Web Imaging	3
IT 207	Web Design I	3
IT 209	Web Design II	3
IT 211	Search Engine Marketing	3
IT 223	User Experience Design	3
IT 311	Interaction Design	3
IT 336	Scripting for the Web	3
IT 431	Theory and Practice in IT Security	3
IT 461	Web Applications I	3
IT 471	Current Trends in IT	3
Total Hours		**122-123**

Freshman

Fall	Hours	Spring	Hours
CM 100	3	BA 101	3
EH 105	3	IT 207	3
HE 111***	1	MS 132	3
IT 201	3	Foreign Culture and Conversation Elective	3
IT 261	3	Philosophical Elective	3
Math I Elective	4		
	17		**15**

Sophomore

Fall	Hours	Spring	Hours
IT 209	3	BA 302	3
IT 223	3	CM 200 or 221	3
MK 220	3	GV 245	3
AC/BA/MC Elective	3	IT 336	3
Literature Elective	3	Psychological/Sociological Elective	3
	15		**15**

Junior

Fall	Hours	Spring	Hours
IT 305	3	IT 211	3
IT 311	3	IT 351	3
IT 471	3	Historical Elective	3
Lab Science Elective	3-4	Perspectives Elective	3
Sustainability Elective or Open Elective	3	Open Elective	3
	15-16		**15**

Senior

Fall	Hours	Spring	Hours
IT 461	3	IT 431	3
IT 481	3	IT 482	3
AC/BA/MC Elective (200+)	3	AC/BA/MC Elective (200+)	3
IT Elective	3	Fine Arts Elective	3
Open Elective	3	Open Elective	3
	15		**15**

Total Hours: 122-123

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

B.S. Integrated Technology - Web Development and Design/M.B.A.

The dual bachelor's degree in IT and Master of Business Administration program advances an undergraduate/graduate integrated technology and management curriculum. It combines the technical skills from the undergraduate integrated 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.

The Web Design and Development concentration prepares students to develop and maintain the web-based presence for an organization. This includes the ability to design, develop, and maintain both static and dynamic content web sites. In pursuing the B.S. IT - Web Development and Design/MBA degree, students will be expected to solve business problems using critical thinking skills, become effective business and technology communicators, become proficient in developing and delivering IT web-based solutions, and develop a strong ethical awareness within the context of business. Students will also need to meet the program objectives of the MBA program.

General Education

BA 302	Business Ethics	3
CM 100	Speech	3
EH 105	College Writing	3
HE 111	The Husson Experience***	1
MS 132	Probability and Statistics	3
Fine Arts Elective		3
Foreign Culture and Conversation Elective		3
Historical Elective		3
Lab Science Elective		3-4
Literature Elective		3
Math I Elective		4
Perspectives Elective		3
Philosophical Elective		3
Psychological/Sociological Elective		3
Sustainability Elective or Open Elective		3

Integrated Technology Core		
BA 101	Introduction to Business	3
CM 200	Interpersonal Communication	3
or CM 221	Professional Communications	
IT 261	Introduction to Computer Programming I	3
IT 305	Workflow Management	3
IT 351	Information Technology Internship	3
IT 431	Theory and Practice in IT Security	3
IT 471	Current Trends in IT	3
IT 481	Project Management Techniques	3
IT 482	Information Technology Project Development	3
MK 220	Marketing Fundamentals	3
AC/BA/MC Electives (200+)		6
AC/BA/MC Elective		3
IT Elective		3
Open Electives		9
Web Media Concentration		
GV 245	Graphic Design I	3
IT 201	Web Imaging	3
IT 207	Web Design I	3
IT 209	Web Design II	3
IT 211	Search Engine Marketing	3
IT 223	User Experience Design	3
IT 311	Interaction Design	3
IT 336	Scripting for the Web	3
IT 461	Web Applications I	3
MBA Curriculum		
BA 600	Research Methods in Business and Education	3
BA 601	Managerial Economics	3
BA 602	Managerial Accounting	3
BA 605	Management Communications	3
BA 620	Financial Management	3
or BA 621	Marketing Management	
BA 625	Global Strategic Management	3
BA 643	Strategic Change Management	3
Graduate Business Elective		9
Total Hours		**152-153**

Freshman

Fall	Hours	Spring	Hours
CM 100	3	BA 101	3
EH 105	3	IT 207	3
HE 111***	1	MS 132	3
IT 201	3	Foreign Culture and Conversation Elective	3
IT 261	3	Philosophical Elective	3
Math I Elective	4		
	17		**15**

Sophomore

Fall	Hours	Spring	Hours
IT 209	3	BA 302	3
IT 223	3	CM 200 or 221	3
MK 220	3	GV 245	3
AC/BA/MC Elective	3	IT 336	3
Literature Elective	3	Psychological/Sociological Elective	3
	15		**15**

Junior

Fall	Hours	Spring	Hours
IT 305	3	IT 211	3
IT 311	3	IT 351	3
IT 471	3	Historical Elective	3
Lab Science Elective	3-4	Perspectives Elective	3
Sustainability Elective or Open Elective	3	Open Elective	3
	15-16		**15**

Senior

Fall	Hours	Spring	Hours
BA 600	3	BA 602	3
BA 601	3	BA 605	3
IT 461	3	IT 431	3
AC/BA/MC Elective (200+)	3	AC/BA/MC Elective (200+)	3
Open Elective	3	Fine Arts Elective	3
	15		**15**

Fifth Year

Fall	Hours	Spring	Hours
BA 620 or 621	3	BA 625	3
BA 643	3	IT 482	3
IT 481	3	Graduate Business Elective	3
Graduate Business Elective	3	Graduate Business Elective	3
IT Elective	3	Open Elective	3
	15		**15**

Total Hours: 152-153

***
May not be required for degree completion.

Certificate - Web Design

The Certificate in Web Design is suited for any professional or aspiring entrepreneur wanting to have a solid foundation in core web concepts and technologies including HTML, CSS and Javascript. The Certificate

in Web Design will prepare graduates to be able to effectively interface with internal or external web or marketing teams in professional settings in support of web and web marketing initiatives, to be able to maintain and manage an existing web presence, and to be able to define, design, develop and deploy a basic web presence.

These certificate courses can be applied to a degree at Husson University or augment prior learning to provide for a change in career.

IT 207	Web Design I	3
IT 209	Web Design II	3
IT 223	User Experience Design	3
IT 336	Scripting for the Web	3
Choose one of the following:		**3**
IT 201	Web Imaging	
IT 211	Search Engine Marketing	
IT 261	Introduction to Computer Programming I	
IT 311	Interaction Design	
IT 461	Web Applications I	
Total Hours		**15**

Certificate - Web Media

The Certificate in Web Media provides a basic knowledge in the use of media-related software tools, general web concepts, search marketing and user-experience and interaction design as well as the ability to communicate a market driven perspective with regard to all media. This certificate benefits anyone, including international students, seeking a broad overview of the web, websites, and web marketing.

These certificate courses can be applied to a degree at Husson University or augment prior learning to provide for a change in career.

IT 121	Computer Applications for Digital Media	3
IT 202	Web Design for Non-Majors	3
IT 211	Search Engine Marketing	3
IT 223	User Experience and Interaction Design	3
MC 101	Introduction to Media	3
Total Hours		**15**

Minor - Integrated Technology

Students who wish to focus their electives are encouraged to declare a minor in Integrated Technology. Students who major in other fields may choose to complete the 18 credit minor selecting from among a number of courses.

IT Elective	3
IT Elective (200+)	9
IT Elective (300+)	6
Total Hours	**18**

New England School of Communications

New England School of Communications Mission, Vision, and Core Values

Mission

The New England School of Communications inspires and prepares students for professional careers in current and emerging fields in the communications industry by focusing on experiential learning, technology, and work-ready skills.

Vision

The New England School of Communications will continue to expand its global recognition as a premier school which prepares students for professional careers in the communications industry by fostering creativity through experiential and career-driven curricula with world-class technology and faculty.

Core Values

- Career, Technology, & Industry Foci
- Professionalism
- Interdisciplinary & Broad-Based Curricula
- Diversity
- Creativity, Innovation, & Artistry
- Experiential & Immersive Learning
- Dedication & Effectiveness

Degrees & Programs in the New England School of Communications:

Bachelor of Science in Audio Engineering
Concentrations in:

- Live Sound Production
- Music Production
- Post Production

Bachelor of Science in Marketing Communications
Bachelor of Science in Mass Communications
Concentrations in:

- Journalism
- Sports Journalism

Bachelor of Science in Graphic/Visual Design
Bachelor of Science in Video/Film Production
New England School of Communications Core Classes:

- GV 245 Graphic Design I
- IT 121 Computer Applications for Digital Media
- MC 101 Intro Media
- MC 301 Career Prep
- MC 400 Media Ethics
- VF 100 Intro to Video Production
- VF 245 Photography I

Requirements for New England School of Communications:
The New England School of Communications programs consist of degrees at the Bachelor of Science level. All NESCom majors must earn an overall cumulative grade point average of 2.0, as well as a 2.0 GPA in their NESCom core and concentration courses.

Audio Engineering

The Bachelor of Science degree in Audio Engineering develops the knowledge and skills that bring creativity, craft, content, and technology together, preparing graduates for work in the audio, technology, and entertainment industries. Concentrations include Live Sound Production, Music Production, and Post Production.

Requirements for Major

All Audio Engineering majors must earn an overall 2.0 cumulative grade-point average as well as a 2.0 in their major courses. In addition, transfer students must complete a minimum of fifteen (15) credit hours in AE prefix courses at Husson.

*A minimum of C+ must be earned for all required Audio Engineering courses in the Music Production, Post Production, and Live Sound Production concentrations. Any required AE course can only be repeated once. Failure to successfully achieve the required C+ upon two attempts may result in removal from the AE Program.

Students will complete course work, projects, exercises, and activities in the three degree programs within the Audio Engineering major (Live Sound-, Music-, and Post-Production) that focus on the following core areas:

Professionalism

Aural Knowledge

Technical Knowledge

Delivering a Product

Technical Skills

Knowledge of the Industry, Career Options, & History

Music Knowledge & Skills

Literacy

B.S. Audio Engineering - Live Sound Production

In the Live Sound Production 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 with both knowledge and experience. Specialized courses provide the knowledge 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, operate 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. To prepare for careers in the diverse audio industry, Live Sound Production students participate in a variety of additional activities, including the recording and mixing of music, and audio post-production.

Upon completing the Live Sound Production degree program students will be able to:

PO 1 - Professionalism - Meet the social contract and professionalism expectations of employers and team members in a workplace environment.

PO 2 - Aural Knowledge - Evaluate sound and its aesthetic and technical characteristics.

PO 3 - Technical Knowledge - Demonstrate and apply knowledge of audio theory.

PO 4 - Delivering a Product - Produce audio as expected in an entry-level position.

PO 5 - Technical Skills - Evaluate and employ audio technology.

PO 6 - Knowledge of the Industry, Career Options, History - Demonstrate knowledge of the breadth, culture, and history of the audio industry.

PO 7 - Music Knowledge & Skills - Apply knowledge of music fundamentals, music industry culture, history, and style in professional practice.

PO 8 - Literacy - Demonstrate ability to research, organize, and present, and defend information.

GENERAL EDUCATION		
CM 100	Speech	3
EH 105	College Writing	3
HE 111	The Husson Experience ***	1
MC 101	Introduction to Mass Communications	3
MC 400	Ethics in Media	3
VF 245	Photography I	3
Foreign Culture and Conversation Elective		3
Historical Elective		3
Lab Science Elective		3
Literature Elective		3
Math I Elective		4
Math II Elective		3
Philosophical Elective		3
Psychological or Sociological Elective		3
Sustainability Elective		3
NESCom Core		
GV 245	Graphic Design I	3
IT 121	Computer Applications for Digital Media	3
MC 301	Career Preparation	1
VF 100	Intro to Video Production	3
AE/GV/IT/MC/VF/XR elective		3
NESCom Concentration		
AE 100	Audio Engineering I *	3
AE 101	Applied Audio Engineering I *	3
AE 102	Music Structure and Style for Audio *	2
AE 103	Intro To Live Sound Production *	3
AE 104	Pro Tools 1 *	3
AE 200	Audio Engineering II *	3
AE 201	Applied Audio Engineering II *	3
AE 203	Sound Reinforcement Techniques I *	3

AE 221	Intro to Post Production *	3
AE 253	Live Entertainment Technology *	3
AE 300	Technical Foundations of Audio Systems *	3
AE 303	Sound Reinforcement Techniques II *	3
AE 330	Internship (or AE/BA/FA/GV/IT/MC/VF/XR elective)	3
AE 351	Audio Electronics *	3
AE 352	Speaker Systems: Design & Optimization *	3
AE 353	Broadcast Audio Engineering *	3
AE 354	Broadcast Audio Engineering Event Practicum *	1
AE 403	Live Sound Production *	3
AE 404	Live Sound Production Practicum *	1
AE 453	Advanced Live Sound Production *	3
AE 454	Advanced Live Sound Production Practicum *	1
IT 331	Networking	3
AE/BA/FA/GV/IT/MC/VF/XR elective		6
Total Hours		**122**

First Year

Fall	Hours	Spring	Hours
AE 100*	3	AE 103*	3
AE 101*	3	AE 104*	3
AE 102*	2	MC 101	3
EH 105	3	VF 100	3
HE 111	1	Math I Elective	4
IT 121	3		
	15		**16**

Second Year

Fall	Hours	Spring	Hours
AE 200*	3	AE 221*	3
AE 201*	3	AE 253*	3
AE 203*	3	AE 300*	3
Math II Elective	3	AE 303*	3
Psychological or Sociological Elective^	3	CM 100	3
	15		**15**

Third Year

Fall	Hours	Spring	Hours
AE 352*	1	AE 351*	3
AE 353*	3	VF 245	3
AE 354*	3	Lab Science Elective	3
IT 331	3	Philosophical Elective	3
Literature Elective^	3	AE/GV/IT/MC/VF/XR elective	3
	13		**15**

Fourth Year

Fall	Hours	Spring	Hours
AE 403*	3	AE 330 (AE/BA/FA/GV/IT/MC/VF/XR Elective)	3
AE 404*	1	AE 453	3
MC 301	1	AE 454*	1
MC 400	3	GV 245	3
Foreign Culture and Conversation Elective^	3	AE/BA/FA/GV/IT/MC/VF/XR Elective	3
Historical Elective^	3	AE/BA/FA/GV/IT/MC/VF/XR Elective	3
Sustainability Elective or AE/BA/FA/GV/IT/MC/VF/XR elective	3		
	17		**16**

Total Hours: 122

*

A minimum of C+ must be earned for all required Audio Engineering courses in the Music Production, Post Production, and Live Sound concentrations. Any required AE course can only be repeated once. Failure to successfully achieve the required C+ upon two attempts will result in removal from the AE program.

***

May not be required for degree completion.

B.S. Audio Engineering - Music Production

The Music Production concentration provides an education in the art and technology of music engineering and production. Combining theory and application, 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. Throughout the program students utilize world-class audio technology, including digital audio workstations such as AVID Pro Tools, plug-ins and other software, large format recording consoles, analog processors, microphones, and reference monitors. The program's courses strengthen artistic and technological foundations and help develop the interpersonal skills crucial to success. To prepare for careers in the diverse audio industry, Music Production students participate in a variety of activities, including the recording and mixing of music, sound reinforcement for live events, and audio post-production.

Upon completing the Music Production degree program students will be able to:

PO 1 - Professionalism - Meet the social contract and professionalism expectations of employers and team members in a workplace environment.

PO 2 - Aural Knowledge - Evaluate sound and its aesthetic and technical characteristics.

PO 3 - Technical Knowledge - Demonstrate and apply knowledge of audio theory.

PO 4 - Delivering a Product - Produce audio as expected in an entry-level position.

PO 5 - Technical Skills - Evaluate and employ audio technology.

PO 6 - Knowledge of the Industry, Career Options, History - Demonstrate knowledge of the breadth, culture, and history of the audio industry.

PO 7 - Music Knowledge & Skills - Apply knowledge of music fundamentals, music industry culture, history, and style in professional practice.

PO 8 - Literacy - Demonstrate ability to research, organize, and present, and defend information.

General Education		
CM 100	Speech	3
EH 105	College Writing	3
HE 111	The Husson Experience	1
MC 101	Introduction to Mass Communications	3
MC 400	Ethics in Media	3
VF 245	Photography I	3
Foreign Culture and Conversation Elective		3
Historical Elective		3
Lab Science Elective		3
Literature Elective		3
Math I Elective		4
Math II Elective		3
Philosophical Elective		3
Psychological or Sociological Elective		3
Sustainability Elective		3
NESCom Core		
IT 121	Computer Applications for Digital Media	3
GV 245	Graphic Design I	3
MC 301	Career Preparation	1
VF 100	Intro to Video Production	3
AE/GV/IT/MC/VF/XR Elective		3
NESCom Concentration		
AE 100	Audio Engineering I *	3
AE 101	Applied Audio Engineering I *	2
AE 102	Music Structure and Style for Audio *	3
AE 103	Intro To Live Sound Production *	3
AE 104	Pro Tools 1 *	3
AE 200	Audio Engineering II *	3
AE 201	Applied Audio Engineering II *	3
AE 202	Intro To Music Production *	3
AE 203	Sound Reinforcement Techniques I *	3
AE 221	Intro to Post Production	3
AE 300	Technical Foundations of Audio Systems *	3
AE 301	Hybrid Mixing Techniques *	3
AE 302	Electronic Music Technology *	3
AE 311	Applications of Effective Recording *	3
AE 314	Pro Tools II Music *	3
AE 330	Internship (or AE/BA/FA/GV/IT/MC/VF/XR Elective)	3
AE 411	Music Engineering & Production *	3
AE 451	Advanced Music Engineering & Production *	3
IT 331	Networking	3
AE/BA/FA/GV/IT/MC/VF/XR Elective		9
Total Hours		**122**

First Year

Fall	Hours	Spring	Hours
AE 100*	3	AE 103*	3
AE 101*	2	AE 104*	3
AE 102*	3	AE 202	3
EH 105	3	MC 101	3
HE 111***	1	Math I Elective	4
IT 121	3		
	15		**16**

Second Year

Fall	Hours	Spring	Hours
AE 200*	3	AE 221	3
AE 201*	3	AE 300*	3
AE 203*	3	AE 301*	3
VF 100	3	AE 311*	3
Math II Elective	3	Literature Elective	3
	15		**15**

Third Year

Fall	Hours	Spring	Hours
AE 302*	3	VF 245	3
AE 314*	3	Lab Science Elective	3
CM 100	3	Philosophical Elective	3
Historical Elective	3	Phychological or Sociological Elective	3
AE/BA/FA/GV/ITMC/VF/XR Elective	3	AE/GV/IT/MC/VF/XR Elective	3
	15		**15**

Fourth Year

Fall	Hours	Spring	Hours
AE 411*	3	AE 330 (AE/BA/FA/GV/IT/MC/VF/XR Elective)	3
MC 301	1	AE 451*	3
MC 400	3	GV 245	3
AE/BA/FA/GV/IT/MC/VF/XR Elective	3	IT 331	3

Foreign Culture and Conversation Elective	3	AE/BA/FA/GV/IT/MC/VF/XR Elective	3
Sustainability Elective or AE/BA/FA/GV/IT/MC/VF/XR Elective	3		
	16		**15**

Total Hours: 122

*

A minimum grade of C+ must be earned for all required Audio Engineering courses in the Music Production, Post Production, and Live Sound Production concentrations. Any required AE course can only be repeated once. Failure to successfully achieve the required C+ upon two attempts will result in removal from the AE program.

B.S. Audio Engineering - Post Production

The Post Production concentration focuses on the rapidly evolving fields of sound for film, television, video games, AR/VR, and other modern media. Through both theory and application, students gain experience in recording, editing and mixing of Foley, ADR, sound design, spatial audio, multi-channel mixing, and soundscapes. The program also provides a foundation in the physics of sound, electricity and signal flow, and an in-depth survey of popular music fundamentals. Students utilize world-class audio technology and facilities, including digital audio workstations (Pro Tools, Logic, Ableton Live, and Digital Performer), Moog format analog modular synthesizer, and other hardware and software synthesizers, samplers, and drum machines. The program's courses strengthen artistic and technological foundations and help develop the interpersonal skills crucial to success. To prepare for careers in the diverse audio industry, Post Production students participate in a variety of activities, including field production and recording, sound reinforcement for live events, and recording for music production.

Upon completing the Post Production degree program students will be able to:

PO 1 - Professionalism - Meet the social contract and professionalism expectations of employers and team members in a workplace environment.

PO 2 - Aural Knowledge - Evaluate sound and its aesthetic and technical characteristics.

PO 3 - Technical Knowledge - Demonstrate and apply knowledge of audio theory.

PO 4 - Delivering a Product - Produce audio as expected in an entry-level position.

PO 5 - Technical Skills - Evaluate and employ audio technology.

PO 6 - Knowledge of the Industry, Career Options, History - Demonstrate knowledge of the breadth, culture, and history of the audio industry.

PO 7 - Music Knowledge & Skills - Apply knowledge of music fundamentals, music industry culture, history, and style in professional practice.

PO 8 - Literacy - Demonstrate ability to research, organize, and present, and defend information.

GENERAL EDUCATION		
CM 100	Speech	3
EH 105	College Writing	3
HE 111	The Husson Experience	1
MC 101	Introduction to Mass Communications	3
MC 400	Ethics in Media	3
VF 245	Photography I	3
Foreign Culture and Conversation Elective		3
Historical Elective		3
Lab Science Elective		3
Literature Elective		3
Math I Elective		4
Math II Elective		3
Philosophical Elective		3
Psychological or Sociological Elective		3
Sustainability Elective		3
NESCom Core		
GV 245	Graphic Design I	3
IT 121	Computer Applications for Digital Media	3
MC 301	Career Preparation	1
VF 100	Intro to Video Production	3
AE/GV/IT/MC/VF/XR Elective		3
NESCom Concentration		
AE 100	Audio Engineering I *	3
AE 101	Applied Audio Engineering I *	2
AE 102	Music Structure and Style for Audio *	3
AE 103	Intro To Live Sound Production *	3
AE 104	Pro Tools 1 *	3
AE 200	Audio Engineering II *	3
AE 201	Applied Audio Engineering II *	3
AE 202	Intro To Music Production	3
AE 203	Sound Reinforcement Techniques I *	3
AE 221	Intro to Post Production *	3
AE 300	Technical Foundations of Audio Systems *	3
AE 301	Hybrid Mixing Techniques *	3
AE 302	Electronic Music Technology *	3
AE 311	Applications of Effective Recording *	3
AE 324	Pro Tools II Post *	3
AE 330	Internship (AE/BA/FA/GV/IT/MC/VF/XR Elective) *	3
AE 402	Sound Design for Modern Media *	3
AE 421	Post Production *	3
AE 461	Advanced Post Production *	3
IT 331	Networking	3
AE/BA/FA/GV/IT/MC/VF/XR Electives		6
Total Hours		**122**

First Year

Fall	Hours	Spring	Hours
AE 100*	3	AE 103*	3
AE 101*	2	AE 104*	3
AE 102*	3	AE 202	3
EH 105	3	MC 101	3
HE 111	1	Math I Elective	4
IT 121	3		
	15		**16**

Second Year

Fall	Hours	Spring	Hours
AE 200*	3	AE 221*	3
AE 201*	3	AE 300*	3
AE 203*	3	AE 301*	3
VF 100	3	AE 311*	3
Math II Elective	3	Literature Elective	3
	15		**15**

Third Year

Fall	Hours	Spring	Hours
AE 302*	3	AE 402*	3
AE 324*	3	VF 245	3
CM 100	3	AE/GV/IT/MC/VF/XR Elective	3
IT 331	3	Lab Science Elective	3
Historical Elective	3	Philosophical Elective	3
	15		**15**

Fourth Year

Fall	Hours	Spring	Hours
AE 421*	3	AE 330 (or AE/BA/FA/GV/IT/MC/VF/XR Elective)*	3
MC 301	1	AE 461*	3
MC 400	3	GV 245	3
Foreign Culture and Conversation Elective	3	AE/BA/FA/GV/IT/MC/VF/XR Elective	3
Psychological or Sociological Elective	3	AE/BA/FA/GV/IT/MC/VF/XR Elective	3
Sustainability Elective or AE/BA/FA/GV/IT/MC/VF/XR Elective	3		
	16		**15**

Total Hours: 122

*

A minimum of C+ must be earned for all required Audio Engineering courses in the Music Production, Post Production, and Live Sound Production concentrations. Any required AE course can only be repeated once. Failure to successfully achieve the required C+ upon two attempts will result in removal from the AE program.

B.S. Graphic/Visual Design

The B.S. degree in Graphic/Visual Design spotlights the design process and how to develop a project from concept to delivery. The program combines art and design with technology to ensure that you are prepared to work in a variety of visual media fields. Coursework includes motion design, 3D modeling, web design, user experience (UX) design, data visualization and virtual/augmented reality. Studio courses utilize contemporary technical skills and industry-standard software providing practical experience in design across multiple disciplines and media. Students work with real-world clients developing a portfolio that demonstrates their design skill and knowledge.

Requirements for Major

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. Depending upon credit allocation, students may need to complete an extra elective course to meet minimum 120 credit requirement.

Upon completing the Graphic/Visual Design degree program students will be able to:

1 - Design Literacy - Identify, interpret, and articulate the elements, principles, and core concepts of design.

2 - Creative Process - Research, conceptualize, refine ideas, and prototype as part of the creative process.

3 - Critical Analysis - Evaluate and critically analyze their own and others' design work as well as defend design decisions.

4 - Technical Proficiency - Demonstrate technical knowledge and proficiency with current design tools and technology.

5 - Interdisciplinary Skills - Collaborate, synthesize, and integrate ideas and skills in an interdisciplinary approach to creative problem-solving.

6 - Professional Practice - Create original, effective, and professional-quality design work that meets user needs.

GENERAL EDUCATION COURSES

CM 200	Interpersonal Communication	3
EH 105	College Writing	3
FA 120	Drawing I	3
HE 111	The Husson Experience	1
MC 400	Ethics in Media	3
MC 101	Introduction to Mass Communications	3
PY 111	General Psychology	3
VF 245	Photography I	3
Foreign Culture and Conversation Elective		3

Historical Elective		3
Lab Science Elective		3-4
Literature Elective		3
Math I Elective		4
Math II Elective		3
Philosophical Elective		3
Sustainability Elective		3
NESCom Core Courses		
GV 245	Graphic Design I	3
IT 121	Computer Applications for Digital Media	3
MC 301	Career Preparation	1
VF 100	Intro to Video Production	3
AE/GV/IT/MC/VF/XR Elective		3
GRAPHIC/VISUAL DESIGN CONCENTRATION REQUIREMENTS		
BR 120	Art and Design Foundations	3
or FA 115	2d-Design	
DA 110	Data Exploration & Visualization	3
FA 201	Art History I: Prehistoric to Late Medieval Art	3
or FA 202	Art History II: Art History: Renaissance to Present	
GV 145	Design Thinking and Innovation	3
GV 208	3D Modeling I	3
GV 248	Typography	3
GV 257	Animation and Motion Design I	3
or VF 243	Video Compositing & Motion Graphics I	
GV 329	Digital Illustration	3
GV 330	Graphic / Visual Design Internship	3
or MK 315	Agency Practicum I	
GV 335	Graphic Design II	3
GV 429	Design Portfolio	3
IT 207	Web Design I	3
IT 209	Web Design II	3
IT 223	User Experience Design	3
MK 216	Principles of Advertising	3
MK 220	Marketing Fundamentals	3
XR 177	Extended Reality I	3
AE/BA/FA/GV/IT/MC/VF/XR Elective		9
Total Hours		**120-121**

First Year

Fall	Hours	Spring	Hours
BR 120 or FA 115	3	FA 120	3
EH 105	3	FA 201 or 202	3
HE 111	1	GV 145	3
IT 121	3	GV 245	3
MC 101	3	Math I Elective	4
MK 220	3		
	16		**16**

Second Year

Fall	Hours	Spring	Hours
GV 208	3	IT 207	3
GV 248	3	IT 223	3
GV 257 or VF 243	3	MK 216	3
PY 111	3	XR 177	3
Math II Elective	3	Literature Elective	3
	15		**15**

Third Year

Fall	Hours	Spring	Hours
DA 110	3	CM 200	3
GV 329	3	GV 335	3
VF 100	3	IT 209	3
Historical Elective	3	VF 245	3
Lab Science Elective	3-4	AE/EP/GV/IT/MC/VF/XR ELECTIVE	3
	15-16		**15**

Fourth Year

Fall	Hours	Spring	Hours
GV 330 or MK 315	3	GV 429	3
MC 301	1	Philosophical Elective	3
MC 400	3	Sustainability Elective or Open Elective	3
Foreign Culture and Conversation Elective	3	AE/BA/FA/GV/IT/MC/VF/XR ELECTIVE	3
AE/BA/FA/GV/IT/MC/VF/XR ELECTIVE	3	AE/BA/FA/GV/IT/MC/VF/XR ELECTIVE	3
	13		**15**

Total Hours: 120-121

B.S. Mass Communications

The Bachelor of Science degree in Mass Communications offers the opportunity for students to pursue a concentration in Journalism or Sports Journalism. The coursework within these two programs is designed 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.

Requirements for Majors

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

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 using 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 NESCom Broadcast Network offer more opportunities to write, report, produce and anchor news. It is built on the goal of educating professional multi-media journalists.

Upon completing the Journalism degree program students will be able to:

1 - Ethics - Students will apply industry-wide legal and ethical standards for journalism.

2 - Technical Skills - Students will demonstrate the fundamentals of technology appropriate to the platform exemplifying quality journalism.

3 - News Reporting & Writing - Students will gather information, write, edit, and articulate news stories for truth, fairness, grammar, style, mechanics and structure across multiple platforms

4 - Critical Thinking - Students will evaluate news, sports or feature stories for accuracy, fairness, clarity, style and grammar.

5 - Contemporary Issues - Students will demonstrate an understanding of contemporary news media issues, current events and issues facing journalists.

General Education Requirements:		
EH 105	College Writing	3
CM 200	Interpersonal Communication	3
HE 111	The Husson Experience	1
HY 213	State and Local Government	3
MC 101	Introduction to Mass Communications	3
MC 400	Ethics in Media	3
SC 101 or SC 167	Introduction to Nutrition Energy and Society	3
VF 245	Photography I	3
Foreign Culture and Conversation Elective		3
Literature Elective		3
Math I Elective		4
Math II Elective		3
Philosophical Elective		3
Psychological or Sociological Elective		3
NESCom Core Classes		
GV 245	Graphic Design I	3
IT 121	Computer Applications for Digital Media	3
MC 301	Career Preparation	1
VF 100	Intro to Video Production	3
AE/GV/IT/MC/VF/XR Elective		3
Journalism concentration requirements		
CM 100	Speech	3
CM 221	Professional Communications	3
MC 114	Intro to News Reporting	3
MC 115	Radio News Writing and Reporting	3
MC 217	TV News Writing & Reporting	3
MC 218	Introduction to Podcasting	3
MC 223	Reporting and Writing for Web and Print	3
MC 235	Web Reporting	3
MC 314	Cross Cultural Communication	3
MC 324	Professional Blogging	3
MC 347	Photojournalism	3
MC 360	Reporting and Producing TV News	3
MC 438	Producing and Hosting a Public Affairs Show	3
MC 330	Mass Communications Internship (or AE,BA,GV,IT,MC,SM,VF Elective)	3
MK 322	Social Media Marketing	3
ELECTIVES		
Open Elective		21
Total Hours		**120**

Suggested Course Sequence

First Year

Fall	Hours	Spring	Hours
EH 105	3	CM 100	3
HE 111	1	MC 115	3
IT 121	3	VF 100	3
MC 101	3	Math I Elective	4
MC 114	3	Open Elective	3
	13		**16**

Second Year

Fall	Hours	Spring	Hours
CM 200	3	MC 235	3
MC 223	3	VF 245	3
AE/GV/IT/MC/VF/XR Elective	3	Literature Elective	3
Math II Elective	3	Philosophical Elective	3
Psychological/Sociological Elective	3	Open Elective	3
	15		**15**

Third Year

Fall	Hours	Spring	Hours
HY 213	3	MC 218	3
MC 217	3	MC 324	3
MC 314	3	MC 360	3
MK 322	3	SC 101 or 167	3

Open Elective	3	Open Elective	3
	15		**15**

Fourth Year

Fall	Hours	Spring	Hours
MC 301	1	CM 221	3
MC 347	3	GV 245	3
MC 400	3	MC 330 or (or AE/BA/GV/IT,MC,SM,VF elective)	3
MC 438	3	Open Elective	3
Foreign Culture and Conversation Elective	3	Open Elective	3
Open Elective	3		
	16		**15**

Total Hours: 120

B.S. Mass Communications - Sports Journalism

The Sports Journalism concentration prepares students to become a multi-media sports journalist. Students learn how to write and relate information for multiple platforms including print, radio, TV and the Web. Students gain hands-on experience reporting sports news, conducting interviews and providing play-by-play along with 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 will learn about careers as a sports producer and/or podcaster. Students will also learn about sports information not only studying this career for a full semester, but also participating in a program much like an internship beginning their very first week of school.

Upon completing the Sports Journalism degree program students will be able to:

1 - Ethics - Students will apply industry-wide legal and ethical standards for journalism.

2 - Technical Skills - Students will demonstrate the fundamentals of technology appropriate to the platform exemplifying quality journalism.

3 - News Reporting & Writing - Students will gather information, write, edit, and articulate news stories for truth, fairness, grammar, style, mechanics and structure across multiple platforms

4 - Critical Thinking - Students will evaluate news, sports or feature stories for accuracy, fairness, clarity, style and grammar.

5 - Contemporary Issues - Students will demonstrate an understanding of contemporary news media issues, current events and issues facing journalists.

General Education Requirements:

CM 200	Interpersonal Communication	3
EH 105	College Writing	3
HE 111	The Husson Experience	1
HY 213	State and Local Government	3
MC 101	Introduction to Mass Communications	3
MC 400	Ethics in Media	3
SC 101	Introduction to Nutrition	3
or SC 167	Energy and Society	
VF 245	Photography I	3
Foreign Culture and Conversation Elective		3
Literature Elective		3
Math I Elective		4
Math II Elective		3
Philosophical Elective		3
Psychological or Sociological elective		3
NESCom Core Classes		
GV 245	Graphic Design I	3
IT 121	Computer Applications for Digital Media	3
MC 301	Career Preparation	1
VF 100	Intro to Video Production	3
AE/GV/IT/MC/VF/XR Elective		3
Sports Journalism concentration requirements		
CM 100	Speech	3
MC 114	Intro to News Reporting	3
MC 115	Radio News Writing and Reporting	3
MC 127	Intro to Sports Journalism	3
MC 217	TV News Writing & Reporting	3
MC 218	Introduction to Podcasting	3
MC 223	Reporting and Writing for Web and Print	3
MC 227	Sports Journalism II	3
MC 235	Web Reporting	3
MC 255	Sports Play-by-Play	3
MC 314	Cross Cultural Communication	3
MC 347	Photojournalism	3
MC 324	Professional Blogging	3
MC 328	Sports Information	3
MC 360	Reporting and Producing TV News	3
MC 438	Producing and Hosting a Public Affairs Show	3
MC 330	Mass Communications Internship (or AE, BA, GV, IT, MC, SM, VF Elective)	3-9
MK 322	Social Media Marketing	3
ELECTIVES		
Open Electives		12
Total Hours		**120-126**

Suggested Course Sequence

First Year

Fall	Hours	Spring	Hours
EH 105	3	CM 100	3
HE 111	1	MC 115	3
MC 101	3	MC 227	3
MC 114	3	VF 100	3

MC 127	3	Math I Elective	4
	13		**16**

Second Year

Fall	Hours	Spring	Hours
CM 200	3	IT 121	3
MC 223	3	MC 235	3
Math II Elective	3	VF 245	3
Psychological/Sociological Elective	3	Literature Elective	3
AE/GV/IT/MC/VF/XR Elective	3	Philosophical Elective	3
	15		**15**

Third Year

Fall	Hours	Spring	Hours
HY 213	3	MC 218	3
MC 217	3	MC 324	3
MC 255	3	MC 328	3
MC 314	3	MC 360	3
MK 322	3	SC 101 or 167	3
	15		**15**

Fourth Year

Fall	Hours	Spring	Hours
MC 301	1	GV 245	3
MC 347	3	MC 330 (or AE,BA,GV,IT,MC,SM,VF elective)	3-9
MC 400	3	Open Elective	3
MC 438	3	Open Elective	3
Foreign Culture and Conversation Elective	3	Open Elective	3
Open Electives	3		
	16		**15-21**

Total Hours: 120-126

B.S. Video/Film Production

Students in the Video/Film Production Major achieve learning objectives that range from broadcast operations to video production to digital film-making. Students acquire the knowledge and skills for video and audio acquisition and shooting, editing, directing, lighting, computer network operations, replay, graphics, compositing, animation and switching. They use industry standard software and hardware such that lessons learned in the classroom are transposed to real-world environments and projects that can involve film-making, documentaries, commercial production, TV broadcast, and sports production. These events provide students with the opportunity to create high-definition content. Students also learn about the distribution of video content through broadcast, web streaming, film-making, and live venues.

Requirements for Major

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 NESCom Major courses.

Upon completing the Video/Film Production degree program students will be able to:

Identify skills and apply knowledge, in multiple roles of a video production workforce.

Utilize current industry equipment and software necessary for video production.

Create, and utilize a pre-production plan

Communicate effectively with peers, clients and consumers for product development.

Edit for purpose, pace, time constraints, and style.

Manage data across multiple formats and platforms.

Evaluate quality of work based on traditional artistic and technical theories.

Design and safely utilize lighting for effect and style.

Create, gather, and manipulate professional quality audio.

Assess production difficulties, and troubleshoot to reach solutions.

Deliver products in accordance with given specifications.

General Electives		
CM 100	Speech	3
EH 105	College Writing	3
HE 111	The Husson Experience	1
MC 101	Introduction to Mass Communications	3
MC 400	Ethics in Media	3
VF 245	Photography I	3
Foreign Culture and Conversation Elective		3
Historical Elective		3
Lab Science Elective		3-4
Literature Elective		3
Math I Elective		4
Math II Elective		3
Philosophical Elective		3
Psychological/Sociological Elective		3
Sustainability Elective or AE/GV/IT/MC/VF/XR Elective if sustainability met with lab science		3
NESCom Core		
GV 245	Graphic Design I	3
IT 121	Computer Applications for Digital Media	3
MC 301	Career Preparation	1

Video/Film Concentration		
IT 331	Networking	3
VF 105	Video Production I *	3
VF 205	Video Production II *	3
VF 210	Principles of Video and Film	3
VF 212	Audio for Video	3
VF 224	TV Studio/Remote Production I	3
VF 234	Advanced Lighting for Digital Film Making *	3
VF 239	Electronic News Gathering *	3
VF 243	Video Compositing & Motion Graphics I *	3
VF 248	Filmmaking Development & Pre-production	3
VF 315	Cinematography (or VF Elective)	3
VF 322	Advanced Editing for Digital Filmmaking *	3
VF 325	TV Studio/Remote Production II	3
or VF 342	Video Compositing & Motion Graphics II	
VF 338	Camera in Motion *	3
VF 441	Video Workshop	3
NESCOM Electives		
AE/GV/IT/MC/VF/XR Electives		12
BA/VF Elective		3
Open Electives		9
Total Hours		**120-121**

First Year

Fall	Hours	Spring	Hours
CM 100	3	VF 205	3
EH 105	3	VF 210	3
HE 111***	1	VF 248	3
IT 121	3	Math I Elective	4
MC 101	3	Open Elective	3
VF 105	3		
	16		**16**

Second Year

Fall	Hours	Spring	Hours
VF 212	3	GV 245	3
VF 243*	3	VF 224	3
BA/VF Elective	3	VF 239*	3
Math II Elective	3	AE/GV/IT/MC/VF/XR Elective	3
Psychological/Sociological Elective	3	Philosophical Elective	3
	15		**15**

Third Year

Fall	Hours	Spring	Hours
VF 234*	3	VF 338*	3
VF 245	3	VF 315 (or VF Elective)	3
VF 325 or 342	3	Historical Elective	3
Foreign Culture and Conversation Elective	3	Literature Elective	3
Lab Science Elective	3-4	AE/GV/IT/MC/VF/XR Elective	3
	15-16		**15**

Fourth Year

Fall	Hours	Spring	Hours
MC 301	1	IT 331	3
MC 400	3	VF 441	3
VF 322*	3	AE/GV/IT/MC/VF/XR Elective	3
AE/GV/IT/MC/VF/XR Elective	3	Open Elective	3
Sustainability Elective or AE/GV/IT/MC/VF/XR Elective if sustainability met with Lab Science	3	Open Elective	3
	13		**15**

Total Hours: 120-121

*
In order to progress in the NESCom Concentration program a grade of C+ or higher must be achieved.

***
May not be required for degree completion.

B.S. Marketing

Husson's online Marketing degree program prepares students to create campaigns that integrate all channels of marketing including social media, advertising, public relations, and digital marketing. The project-based curriculum focuses on communicating an organization's brand, online persona, image, and reputation. Students learn to generate creative solutions and compelling stories that address marketing challenges while appealing to consumers. Projects and assignments will expand creative skill sets with classes in graphic design, photography, video, and web design. The program provides opportunities to work with clients and complete internships to apply in-class learning while developing a professional portfolio.

Upon completing the online Marketing degree program students will be able to:

1. Apply strategic communication in all forms including written, verbal, visual, digital, interpersonal, and interprofessional as appropriate for the profession.

2. Apply industry-wide legal and ethical standards.

3. Conduct primary research utilizing industry standard techniques and in-depth analysis to identify consumer markets and behavior along with pertinent social, economic, cultural, and political influences.

4. Evaluate the use of theory, concepts, and terminology as appropriate for the task and profession.

5. Evaluate current tools and technology to create marketing communications plans and produce commercially viable products that meet client needs.

6. Understand the history and career opportunities within the industry

GENERAL EDUCATION		
BA 302	Business Ethics	3
CM 200	Interpersonal Communication	3
EH 105	College Writing	3
HE 114	Husson Experience & Building Professional Skills	3
MC 101	Introduction to Mass Communications	3
VF 245	Photography I	3
Foreign Culture and Conversation Elective		3
Historical Elective		3
Lab Science Elective (Must also qualify as a Sustainability Elective)		3-4
Literature Elective		3
Math I Elective		3-4
Math II Elective		3
Philosophical Elective		3
Psychological or Sociological Elective		3
NESCOM CORE		
GV 245	Graphic Design I	3
IT 110 or IT 214	Data Exploration & Visualization Spreadsheet Concepts and Applications	3
MC 301	Career Preparation	1
VF 100	Intro to Video Production	3
NESCom Concentration		
BA 211	Microeconomics	3
BA 310	Organization and Management	3
GV 145	Design Thinking and Innovation	3
IT 202	Web Design for Non-Majors	3
MC 116	Intro to Public Relations	3
MC 314	Cross Cultural Communication	3
MK 216	Principles of Advertising	3
MK 220	Marketing Fundamentals	3
MK 228	Digital Marketing Principles and Strategies	3
MC 317	Public Relations Techniques	3
MK 322	Social Media Marketing	3
MK 326	Consumer Behavior	3
MK 338	Marketing Research	3
MK 418	Agency Practicum II	3
MK 422	Sales and Sales Management	3
NESCom Electives/Open Electives		
Open Elective		24
Total Hours		**121-123**

First Year

Fall	Hours	Spring	Hours
EH 105	3	CM 200	3
HE 114	3	GV 145	3
MC 101	3	MK 220	3
MC 116	3	Literature Elective	3
IT 110 or 214	3	Math I Elective	3-4
	15		**15-16**

Second Year

Fall	Hours	Spring	Hours
BA 211	3	MK 228	3
GV 245	3	VF 245	3
MK 216	3	Historical Elective	3
Math II Elective	3	Philosophical Elective	3
Psychological or Sociological Elective	3	Open Elective	3
	15		**15**

Third Year

Fall	Hours	Spring	Hours
BA 310	3	IT 202	3
MC 314	3	MK 338	3
MC 317	3	VF 100	3
MK 322	3	Lab Science Elective (Must also qualify as a Sustainability Elective)	3-4
Open Elective	3	Open Elective	3
	15		**15-16**

Fourth Year

Fall	Hours	Spring	Hours
BA 302	3	MK 418	3
MC 301	1	Open Elective	3
MK 326	3	Open Elective	3
MK 422	3	Open Elective	3
Foreign Culture and Conversation Elective	3	Open Elective	3
Open Elective	3		
	16		**15**

Total Hours: 121-123

B.S. Marketing Communications

The Marketing Communications degree combines business knowledge with communication skills to prepares students for careers in marketing,

public relations, advertising, social media, and sales through theory and practice. It offers students a project-based curriculum that focuses on communicating an organization's brand, online persona, image, and reputation to generate sales and revenue. Students generate creative solutions and compelling stories that address clients' marketing challenges while appealing to their consumers. This concentration provides opportunities for students to build their knowledge and skills with graphic design, photography, video, and web design while taking core communications and marketing courses. As students progress in this concentration they will have the opportunity to work with clients as part of a student-run agency and complete internships to apply what they have learned while developing a professional portfolio of work.

Upon completing the Marketing Communications degree program students will be able to:

1. Apply strategic communication in all forms including written, verbal, visual, digital, interpersonal, and interprofessional as appropriate for the profession.

2. Apply industry-wide legal and ethical standards.

3. Conduct primary research utilizing industry standard techniques and in-depth analysis to identify consumer markets and behavior along with pertinent social, economic, cultural, and political influences.

4. Evaluate the use of theory, concepts, and terminology as appropriate for the task and profession.

5. Evaluate current tools and technology to create marketing communications plans and produce commercially viable products that meet client needs.

6. Understand the history and career opportunities within the industry

General Electives		
BA 302	Business Ethics	3
CM 100	Speech	3
or CM 200	Interpersonal Communication	
EH 105	College Writing	3
HE 111	The Husson Experience ***	1
MC 101	Introduction to Mass Communications	3
VF 245	Photography I	3
Foreign Culture and Conversation Elective		3
Historical Elective		3
Literature Elective		3
Math I Elective		4
Math II Elective		3
Lab Science Elective (Must also qualify as Sustainability)		3-4
Philosophical Elective		3
Psychological/Sociological Elective		3
NESCom Core		
IT 121	Computer Applications for Digital Media	3
or IT 214	Spreadsheet Concepts and Applications	
GV 245	Graphic Design I	3
MC 301	Career Preparation	1
VF 100	Intro to Video Production	3
AE/GV/IT/MC/MK/VF/XR		3
Marketing Concentration		
BA 210	Economics Overview for Non-Business Majors	3
BA 310	Organization and Management	3
GV 145	Design Thinking and Innovation	3
IT 110	Data Exploration & Visualization	3
IT 202	Web Design for Non-Majors	3
MC 116	Intro to Public Relations	3
MK 216	Principles of Advertising	3
MK 220	Marketing Fundamentals	3
MK 228	Digital Marketing Principles and Strategies	3
MC 314	Cross Cultural Communication	3
MK 315	Agency Practicum I (Or AE/BA/FA/HA/IT/MK/SM/VF/XR Elective)	3
MC 317	Public Relations Techniques	3
MK 322	Social Media Marketing	3
MK 326	Consumer Behavior	3
MK 330	Marketing Communications Internship (Or AE/BA/FA/HA/IT/MK/SM/VF/XR Elective)	3
MK 338	Marketing Research	3
MK 418	Agency Practicum II	3
MK 422	Sales and Sales Management	3
NESCom Electives / Open		
AE/BA/FA/HA/IT/MK/SM/VF/XR		6
Open Elective		6
Total Hours		**120-121**

First Year

Fall	Hours	Spring	Hours
EH 105	3	CM 100 or 200	3
HE 111***	1	GV 145	3
IT 121 or 214	3	MK 220	3
MC 101 or BA 101	3	Math I Elective	4
MC 116	3	Literature Elective	3
	13		**16**

Second Year

Fall	Hours	Spring	Hours
BA 210	3	IT 110	3
GV 245	3	MK 228	3
MK 216	3	VF 245	3
Math II Elective	3	Historical Elective	3
Psychological or Sociological Elective	3	Philosophical Elective	3
	15		**15**

Third Year

Fall	Hours	Spring	Hours
BA 310	3	MK 338	3
MC 314	3	IT 202	3

MC 317	3	VF 100	3
MK 322	3	Lab Science Elective (Must also qualify as a sustainability elective)	3-4
AE/BA/FA/HA/IT/MK/SM/VF/XR Elective	3	Open Elective	3
	15		**15-16**

Fourth Year

Fall	Hours	Spring	Hours
BA 302	3	MK 330 (Or AE/BA/FA/HA/IT/MK/SM/VF/XR Elective)	3
MC 301	1	MK 418	3
MK 315 (Or AE/BA/FA/HA/IT/MK/SM/VF/XR Elective)	3	AE/GV/IT/MC/MK/VF/XR Elective	3
MK 326	3	AE/BA/FA/HA/IT/MK/SM/VF/XR Elective	3
MK 422	3	Open Elective	3
Foreign Culture and Conversation Elective	3		
	16		**15**

Total Hours: 120-121

***
May not be required for degree completion.

B.S. Marketing Communications/ M.B.A.

The dual Bachelor of Science Marketing Communications/Masters in Business Admissions degree offers the opportunity earn both degrees in five years as opposed to the six years it would take to pursue the degrees separately. The five year program is a combined 150 credits centered on marketing and business classes. The Marketing Communications undergraduate program combines business knowledge with communication skills to prepares students for careers in marketing, public relations, advertising, social media, and sales through theory and practice. It offers students a project-based curriculum that focuses on communicating an organization's brand, online persona, image, and reputation to generate sales and revenue. Students generate creative solutions and compelling stories that address clients' marketing challenges while appealing to their consumers. This concentration provides opportunities for students to build their knowledge and skills with graphic design, photography, video, and web design while taking core communications and marketing courses. As students progress in this concentration they will have the opportunity to work with clients as part of a student-run agency and complete internships to apply what they have learned while developing a professional portfolio of work. The additional Master of Business Administration's curriculum is 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 which are essential to effective performance in organizations.

Upon completing the BS Marketing Communications/MBA dual-degree program students will be able to:

1. Apply strategic communication in all forms including written, verbal, visual, digital, interpersonal, and interprofessional as appropriate for the profession.

2. Apply industry-wide legal and ethical standards.

3. Conduct primary research utilizing industry standard techniques and in-depth analysis to identify consumer markets and behavior along with pertinent social, economic, cultural, and political influences.

4. Evaluate the use of theory, concepts, and terminology as appropriate for the task and profession.

5. Evaluate current tools and technology to create marketing communications plans and produce commercially viable products that meet client needs.

6. Understand the history and career opportunities within the industry

Additionally, upon completing the MBA coursework students will able to to:

- Apply best practices to solve managerial issues
- Integrate theories and practice to perform strategic analysis
- Demonstrate effective written forms of communication and oral business presentations
- Implement leadership skills to work effectively within diverse teams
- Identify and analyze ethical responsibilities of businesses
- Apply decision-making techniques, using both quantitative and qualitative analysis, to management issues

General Electives		
BA 302	Business Ethics	3
CM 100	Speech	3
or CM 200	Interpersonal Communication	
EH 105	College Writing	3
HE 111	The Husson Experience***	1
MC 101	Introduction to Mass Communications	3
VF 245	Photography I	3
Foreign Culture and Conversation Elective		3
Historical Elective		3
Literature elective		3
Math I Elective		4
Math II Elective		3
Lab Science Elective (Must also qualify as Sustainability)		3-4
Philosophical Elective		3
Psychological/Sociological Elective		3
NESCom Core		
IT 121	Computer Applications for Digital Media	3
or IT 214	Spreadsheet Concepts and Applications	
GV 245	Graphic Design I	3
MC 301	Career Preparation	1
VF 100	Intro to Video Production	3

AE/BA/FA/HA/IT/MK/SM/VF/XR		3
Marketing Concentration		
BA 210	Economics Overview for Non-Business Majors	3
BA 310	Organization and Management	3
GV 145	Design Thinking and Innovation	3
IT 110	Data Exploration & Visualization	3
IT 202	Web Design for Non-Majors	3
MC 116	Intro to Public Relations	3
MK 216	Principles of Advertising	3
MK 220	Marketing Fundamentals	3
MK 228	Digital Marketing Principles and Strategies	3
MK 315	Agency Practicum I (Or AE/BA/FA/HA/IT/MK/SM/VF/XR)	3
MC 314	Cross Cultural Communication	3
MC 317	Public Relations Techniques	3
MK 322	Social Media Marketing	3
MK 326	Consumer Behavior	3
MK 330	Marketing Communications Internship (Or AE/BA/FA/HA/IT/MK/SM/VF/XR)	3
MK 338	Marketing Research	3
MK 418	Agency Practicum II	3
MK 422	Sales and Sales Management	3
Electives		
MK or Business Related Electives		6
Open Electives		6
Graduate Classes		
BA 600	Research Methods in Business and Education	3
BA 602	Managerial Accounting	3
BA 620	Financial Management	3
BA 625	Global Strategic Management	3
BA 642	Leadership in Business and Professions	3
BA 643	Strategic Change Management	3
Graduate - Business Electives		12
Total Hours		**150-151**

First Year

Fall	Hours	Spring	Hours
EH 105	3	CM 100 or 200	3
HE 111***	1	GV 145	3
IT 121 or 214	3	MK 220	3
MC 101	3	Math I Elective	4
MC 116	3	Literature Elective	3
	13		**16**

Second Year

Fall	Hours	Spring	Hours
BA 210	3	IT 110	3
GV 245	3	MK 228	3
MK 216	3	VF 245	3
Math II Elective	3	Historical Elective	3
Psychological/Sociological Elective	3	Philosophical Elective	3
	15		**15**

Third Year

Fall	Hours	Spring	Hours
BA 310	3	IT 202	3
MC 314	3	MK 338	3
MK 315 (Or AE/BA/FA/HA/IT/MK/SM/VF/XR Elective)	3	VF 100	3
MC 317	3	Lab Science Elective (Must also qualify as a sustainability elective)	3-4
MK 322	3	Open Elective	3
	15		**15-16**

Fourth Year

Fall	Hours	Spring	Hours
BA 302	3	BA 602	3
BA 600	3	MK 330 (Or AE/BA/FA/HA/IT/MK/SM/VF/XR Elective)	3
MC 301	1	MK 418	3
MK 326	3	AE/BA/FA/HA/IT/MK/SM/VF/XR	3
MK 422	3	Graduate-Business Elective	3
Foreign Culture and Conversation Elective	3		
	16		**15**

Fifth Year

Fall	Hours	Spring	Hours
BA 620	3	BA 625	3
BA 643	3	BA 642	3
MK or Business Related Elective	3	MK or Business Related Elective	3
Graduate - Business Elective	3	Graduate - Business Elective	3
Graduate - Business Elective	3	Open Elective	3
	15		**15**

Total Hours: 150-151

***
May not be required for degree completion.

NESCom Certificates

These certificate programs teach skills that are directly transferable to the workplace or as credits toward a degree at Husson University. Students who are currently enrolled in a degree program at Husson can add a certificate to their credentials as well. Hands-on classes offer high-level training in the most current industry practices and emphasize learning by doing. Instructors are respected professionals currently working in the field. You may choose from the following options of certificates at the New England School of Communications:

- 3D Modeling and Motion Design
- Advanced Live Sound Production
- Advanced Music Production
- Advanced Post Production
- Audio Engineering
- Communications Technology
- Digital and Social Media Marketing
- Filmmaking
- Fundamentals of Video Production
- Graphic Design
- Marketing Communications
- Photography
- Radio Broadcasting

Certificate - 3D Modeling and Motion Design

The 3D Modeling & Motion Design Certificate is an interdisciplinary certificate appealing to those interested in graphic design, visual design, web design, video, and extended reality. Students will create three-dimensional assets used in video games, special effects, and entertainment. By emphasizing narrative, students will learn to tell stories in motion using compositing, keyframes, timelines, looping, motion tweening, basic scripting, and visual effects.

After completing the 3D Modeling & Motion Design Certificate students will be able to:

1. Research, conceptualize, refine ideas, and prototype as part of the creative process.

2. Demonstrate technical knowledge and competency with current design tools and technology.

Required Courses		
GV 208	3D Modeling I	3
GV 257	Animation and Motion Design I	3
or VF 243	Video Compositing & Motion Graphics I	
GV 308	3D Modeling II	3
GV 357	Animation and Motion Design II	3
or VF 342	Video Compositing & Motion Graphics II	
Choose one of the following:		**3**
GV 108	2D - 3D Drafting Design	
GV 292	Game Engines I	
IT 311	Interaction Design	
Total Hours		**15**

*

*Candidates for the 3D Modeling and Motion Design Certificate are required to complete a minimum of 15 semester credit hours and have a cumulative grade point average of 2.0

Certificate - Advanced Live Sound Production

This certificate is designed for students that would like to complement their studies in music or post production with the knowledge and skills of advanced live sound production. Courses provide experience in sound reinforcement, broadcast audio engineering, and speaker system optimization. Students will gain valuable experience and expand their career options through working exciting and diverse live events.

Candidates for the Advanced Live Sound Production Certificate must complete at least thirteen (13) semester credit hours with a minimum 2.0 GPA. BS Audio Engineering - Live Sound Production Majors are not eligible for this certificate. In order to complete the Advanced Live Sound Certificate a minimum grade of C+ must be achieved in all courses.

Upon completing the Advanced Live Sound Production certificate program students will be able to:

1. Identify the social contract and professionalism expectations of employers and team members in a workplace environment.

2. Examine sound and its aesthetic and technical characteristics.

3. Examine and employ audio technology.

AE 300	Technical Foundations of Audio Systems	3
AE 303	Sound Reinforcement Techniques II	3
AE 352	Speaker Systems: Design & Optimization	3
AE 353	Broadcast Audio Engineering	3
AE 354	Broadcast Audio Engineering Event Practicum	1
Total Hours		**13**

Certificate - Advanced Music Production

This certificate is designed for students that would like to complement their studies in live sound and post production with the knowledge and skills of advanced music production. Courses provide experience in microphone techniques, music theory, recording, mixing, and mastering. Students will gain valuable experience and expand their career options through planning and executing recording and mixing sessions.

Candidates for the Advanced Music Production Certificate must complete at least fifteen (15) semester credit hours with a minimum 2.0 GPA. BS Audio Engineering - Music Production Majors are not eligible for this certificate. In order to complete the Advanced Music Production Certificate a minimum grade of C+ must be achieved in all courses.

Upon completing the Advanced Music Production certificate program students will be able to:

1. Examine sound and its aesthetic and technical characteristics.

2. Demonstrate knowledge of audio theory.

3. Examine and employ audio technology.

AE 202	Intro To Music Production	3
AE 300	Technical Foundations of Audio Systems	3
AE 411	Music Engineering & Production	3
Choose two of the Following:		6
AE 301	Hybrid Mixing Techniques	
AE 302	Electronic Music Technology	
AE 311	Applications of Effective Recording	
AE 314	Pro Tools II Music	
AE 451	Advanced Music Engineering & Production *	
Total Hours		**15**

* Candidates for the Advanced Music Production Certificate must complete at least fifteen (15) semester credit hours with a minimum 2.0 GPA. BS Audio Engineering - Music Production Majors are not eligible for this certificate. *BS Audio Engineering - Post Production majors must take this course. In order to complete the Advanced Music Production Certificate a minimum grade of C+ must be achieved in all courses

Certificate - Advanced Post Production

This certificate is designed for students that would like to complement their studies in live sound or music production with the knowledge and skills of advanced post production. Courses provide experience in the recording, editing and mixing of Foley, ADR, sound design, spatial audio, multi-channel mixing, and soundscapes. Students will gain valuable experience and expand their career options through working video projects, film shoots, and location recordings.

Candidates for the Advanced Post Production Certificate must complete at least fifteen (15) semester credit hours with a minimum 2.0 GPA. BS Audio Engineering - Post Production Majors are not eligible for this certificate. In order to complete the Advanced Post Production Certificate a minimum grade of C+ must be achieved in all courses.

Upon completing the Advanced Post Production certificate program students will be able to:

1. Examine sound and its aesthetic and technical characteristics.

2. Demonstrate knowledge of audio theory.

3. Examine and employ audio technology.

AE 221	Intro to Post Production	3
AE 300	Technical Foundations of Audio Systems	3
AE 421	Post Production	3
Choose two of the following:		6
AE 301	Hybrid Mixing Techniques	
AE 311	Applications of Effective Recording	
AE 324	Pro Tools II Post	
AE 402	Sound Design for Modern Media *	
AE 461	Advanced Post Production	
Total Hours		**15**

* Candidates for the Advanced Post Production Certificate must complete at least fifteen (15) semester credit hours with a minimum 2.0 GPA. BS Audio Engineering - Post Production Majors are not eligible for this certificate. *BS Audio Engineering - Music Production majors must take this course. In order to complete the Advanced Post Production Certificate a minimum grade of C+ must be achieved in all courses.

Certificate - Audio Engineering

The Audio Engineering certificate develops the essential knowledge and skills to prepare graduates for work in the audio, technology, and entertainment industries. Courses include topics in live sound production, music production, and post production.

Candidates for the Audio Engineering Certificate must complete at least seventeen (17) semester credit hours with a minimum 2.0 GPA. BS Audio Engineering Majors are not eligible for this certificate. In order to complete the Audio Engineering Certificate a minimum grade of C+ must be achieved in all courses.

Upon completing the Audio Engineering certificate program students will be able to:

1. Demonstrate knowledge of basic audio theory in an entry-level position.

2. Apply sound and its aesthetic and technical characteristics.

3. Examine and employ audio technology.

AE 100	Audio Engineering I	3
AE 101	Applied Audio Engineering I	2
AE 103	Intro To Live Sound Production	3
AE 104	Pro Tools 1	3
AE 200	Audio Engineering II	3
Choose one of the Following:		3
AE 201	Applied Audio Engineering II	
AE 203	Sound Reinforcement Techniques I	
Total Hours		**17**

* Candidates for the Audio Engineering Certificate must complete at least seventeen (17) semester credit hours with a minimum 2.0 GPA. BS Audio Engineering Majors are not eligible for this certificate. In order to complete the Audio Engineering Certificate a minimum grade of C+ must be achieved in all courses.

Certificate - Communications Technology

Based upon the courses that comprise the NESCom Core, this certificate will serve as a knowledge & skills-oriented introduction into the world of Communications Technology. The five courses comprising this certificate are chosen for their breadth of instruction as well as their diverse applications within the many communications career sectors. Whether a student's interest in the field is vocational or academic this certificate will provide a solid professionally-oriented context for the many disciplines within the communications industry.

Upon completing the Communications Technology certificate program students will be able to:

1. Students will identify and apply the principles of media literacy as employed in the communications industry.

2. Students will identify and apply the principles of visual & technological literacy as employed in the communications industry.

GV 245	Graphic Design I	3
IT 121	Computer Applications for Digital Media	3
MC 101	Introduction to Media	3
VF 100	Intro to Video Production	3
VF 245	Photography I	3
Total Hours		**15**

* Candidates for the Template Certificate must complete at least fifteen (15) semester credit hours with a minimum 2.0 GPA.This Certificate is not available to matriculated NESCom Students

Certificate - Digital and Social Media Marketing

The Certificate in Digital and Social Media Marketing provides students with knowledge of the online and social media marketplace and how to strategically leverage it for business success. Students learn the fundamentals of online marketing, how to develop and gain online consumer insight, and apply that knowledge to develop marketing messages. Project-based coursework includes producing digital content and deliverables using a simulation that allows students to gain hands-on experience in e-marketing. Students learn principles of inbound marketing, organic search engine marketing, website promotion, online advertising, and analytics and conversation tracking. Students develop and execute an actionable plan for digital marketing of businesses as well as personal brands. This certificate is designed for students from any major that want to complement their skill set as well as working professionals in the field of advertising, public relations, marketing, and small business.

After completing the Digital & Social Media Marketing certificate students will be able to:

1. Students will be able to identify current digital marketing tools and technology to create successful marketing plans.

2. Students will be able to plan an effective social media campaign.

Required Courses		
IT 211	Search Engine Marketing	3
MK 220	Marketing Fundamentals	3
MK 228	Digital Marketing Principles and Strategies	3
MK 322	Social Media Marketing	3
Please Choose One of the Following:		3
IT 202	Web Design for Non-Majors	
IT 207	Web Design I	
Total Hours		**15**

*
A minimum grade of C+ must be earned for all courses in the Digital and Social Media Marketing Certificate

Certificate - Filmmaking

The filmmaking certificate program introduces students to some of the core concepts behind what goes into making movies. It is a mix of conceptual theory and hands-on practice that touches on writing, planning, shooting and editing at a beginner level.

Upon completing the Filmmaking certificate program students will be able to:

1. Students will utilize current industry equipment and software necessary for video production.

2. Students will apply skills in the development of a pre-production plan.

3. Students will analyze quality of work based on traditional artistic and technical theories.

Required Courses		
VF 100	Intro to Video Production *	3
VF 135	Scriptwriting *	3
VF 248	Filmmaking Development & Pre-production *	3
Please select two of the following:		**6**
FA 240	History of Photography *	
VF 105	Video Production I *	
VF 205	Video Production II *	
VF 245	Photography I *	
Total Hours		**15**

*
In order to progress in the NESCom Film Certificate a grade of C+ or higher must be achieved in this course. This Certificate is not available to Video Production majors

Certificate - Fundamentals of Video Production

The Fundamentals of Video Production certificate provides students a base knowledge in all the aspects of what it takes to shoot and edit content in a commercial, film or live environment. It will help build a base understanding of all the different skill sets needed in this field.

Students enrolled in the B.S. in Video/Film Production are not eligible for this certificate.

Required Courses:		
VF 100	Intro to Video Production *	3
VF 105	Video Production I *	3
VF 224	TV Studio/Remote Production I *	3
VF 243	Video Compositing & Motion Graphics I	3
Please select one of the Following:		**3**
AE 103	Intro To Live Sound Production	
EP 131	Fundamentals of Stage Lighting	

FA 240	History of Photography	
GV 245	Graphic Design I	
IT 202	Web Design for Non-Majors	
IT 121	Computer Applications for Digital Media	
MC 114	Intro to News Reporting	
MK 322	Social Media Marketing	
VF 135	Scriptwriting	
VF 205	Video Production II	
VF 245	Photography I	
Candidates for the Fundamentals of Video Production Certificate must complete at least fifteeen (15) semester credit hours with a minimum 2.0 GPA		
Total Hours		**15**

*

In order to progress in the Fundamentals of Video Production Certificate a grade C+ or higher must be achieved in this course. This Certificate is not available to Video Production Majors. Minimum cumulative grade point average of 2.0 required to complete certificate.

Certificate - Graphic Design

The Certificate in Graphic Design spotlights the design process and how to develop a project from concept to delivery. The program covers design and technology processes that are used in print, web, visual, and production design. Students will learn the elements of and how to design posters, packages, publications, exhibitions, information displays and web pages. Students will learn imaging creation using contemporary technical skills and industry standard software. These studio courses provide students with practical experience in design across multiple design disciplines and media. Students will develop a portfolio that demonstrates their design skill and knowledge.

Candidates for the Graphic Design Certificate are required to complete a minimum of 15 semester credit hours and have a cumulative grade point average of 2.0. BS Graphic/Visual Design Majors are not eligible for this certificate.

After completing the Graphic Design certificate students will be able to:

1. Define and explain the elements, principles, and core concepts of design.

2. Demonstrate technical knowledge and competency with current design tools and technology.

REQUIRED COURSES		
GV 245	Graphic Design I	3
GV 248	Typography	3
GV 329	Digital Illustration	3
GV 335	Graphic Design II	3
CHOOSE ONE OF THE FOLLOWING		**3**
BR 120	Art and Design Foundations	
FA 120	Drawing I	
IT 202	Web Design for Non-Majors	
IT 207	Web Design I	
IT 223	User Experience Design	
VF 245	Photography I	
Total Hours		**15**

*

Candidates for the Graphic Design Certificate are required to complete a minimum of 15 semester credit hours and have a cumulative grade point average of 2.0. BS Graphic/Visual Design majors are not eligible for this certificate. A minimum grade of C+ must be earned for all courses in the Graphic Design Certificate.

Certificate - Marketing Communications

The Marketing Communications Certificate is designed for those students who want to pursue the creative side of marketing including public relations, advertising, social media marketing and graphic design. Students learn to develop and leverage customer insight and apply that knowledge to develop the marketing message and then produce creative content and deliverables.

This certificate better prepares students for their careers by offering them more marketable skills, enabling them to become more viable in today's competitive job market. Students from any major will find this certificate appropriate as it is designed to complement their skill set, as well as working professionals in the field of advertising, public relations, marketing, and small business

After completing the Marketing Communications certificate students will be able to:

1. Students will be able to write an effective marketing communications plan.

2. Students will have an understanding of the variety of tools to utilize when implementing a marketing communications plan.

Required Courses		
GV 245	Graphic Design I	3
MC 116	Intro to Public Relations	3
MK 216	Principles of Advertising	3
MK 220	Marketing Fundamentals	3
MK 322	Social Media Marketing	3
Total Hours		**15**

Certificate - Photography

Photography has seen significant changes over the last ten years. The incorporation of sensor technology, which displaced film is the most obvious, but not the most significant. The most substantial displacement occurred fueled by social media and its integration with smart phones. Applications were created to bypass the disciplines associated with traditional photography. The photography certificate is designed to reestablish a link to traditional fundamental photographic practices, while embracing relevant technological advancements.

Students in the more obvious visual arts fields like graphic design, AR/VR, video, marketing, and journalism can benefit from this certificate, as well as those in entertainment production, criminology, and others. The assemblage of the courses within this certificate provides historical perspective, compositional aesthetics, lighting, lens perspective, combined with practical application, which are all still relevant. Students who successfully complete this certificate will have a distinct and identifiable skill, which will enhance their resume.

Candidates for the Photography Certificate are required to complete a minimum of 15 semester credit hours and have a cumulative grade point average of 2.0.

Upon completing the Photography certificate program students will be able to:

1. Students will use current photographic equipment and software to create and process images.

2. Students will apply photographic aesthetic, historical perspective and practical techniques to naturally lit scenes, live events, & studio assignments.

Core Courses		
FA 240	History of Photography	3
MC 347	Photojournalism	3
VF 245	Photography I	3
or FA 110	Photography	
VF 345	Photography II	3
Choose one of the following:		**3**
CJ 221	Criminalistics	
CJ 493	Forensic Seminar (4 Credits)	
EP 131	Fundamentals of Stage Lighting	
FA 205	Painting I	
FA 210	Pastel Painting	
GV 245	Graphic Design I	
IT 202	Web Design for Non-Majors	
IT 207	Web Design-Content Layer	
VF 105	Video Production I	
Total Hours		**15**

Certificate - Radio Broadcasting

The Radio Broadcasting certificate offers students a series of courses in on-air presence, promotion, and operations of radio broadcasting and media. 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 with the first course in the certificate. The coursework prepares students for multiple roles within a radio station with courses in operations, performance, promotions, and marketing & sales.

Upon completing the Radio Broadcasting certificate program students will be able to:

1. Students will execute basic radio operation skills including copywriting, audio production, and automation.

2. Students will recognize FCC expectations and limitations on a radio broadcasting operator in both commercial and noncommercial radio.

MC 102	Radio Station Operations	3
MC 202	Advanced Radio Applications	3
MC 231	Radio Performance	3
MC 319	Media Marketing and Sales	3
MC 325	Radio Promotions	3
Total Hours		**15**

Graduate Programs in the College of Business

The College of Business offers the following graduate programs in Business and Criminal Justice Administration:

- Master of Business Administration (MBA)
- Master of Business Administration (MBA) - Athletic Administration
- Master of Business Administration (MBA) - Business Analytics
- Master of Business Administration (MBA) - Healthcare Management
- Master of Business Administration (MBA) - Hospitality & Tourism Management
- Master of Business Administration (MBA) - Innovation & Entrepreneurship
- Master of Business Administration (MBA) - Organizational Management
- Master of Business Administration (MBA) - Risk Management
- Master of Science in Criminal Justice Administration (MSCJA)
- Graduate Certificate in Counter Terrorism and Security
- Graduate Certificate in Business Analytics
- Graduate Certificate in Executive Nursing Business Management
- Graduate Certificate in Healthcare Management
- Graduate Certificate in Hospitality & Tourism Management
- Graduate Certificate in Human Resource Management
- Graduate Certificate in Innovation & Entrepreneurship
- Graduate Certificate in Risk Management

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

College of Business Transfer Credit Policy

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 into the Husson program. All transfer credits will be reviewed by the appropriate program director.

Graduate Programs in Business

The Master of Business Administration Program reflects Husson's belief that professional education necessarily involves experiential learning. Active classrooms, courses tied closely to actual management experience, and a diverse student body representing various academic and industry backgrounds contribute to a broader, applied education. Our program is distinguished by the following:

Developing Essential Business Skills

The Master of Business Administration Program is a 36-37 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 which are 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.

Students who possess undergraduate degrees in a non-business field, and who do not have significant business-related work experience, are required to take BA 500 MBA Fundamentals in preparation for MBA coursework. BA 500 is a 5-module, online, self-paced, 1 credit course that provides students with foundational knowledge and skills in a range of business education topic areas. Students must achieve a post-test score of 70% or better in each module to successfully complete the course. Students will be required to retake any modules in which they achieve a post-test score lower than 70%. BA 500 must be successfully completed before students can register for additional MBA coursework.

Admission

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

Graduate Admissions
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
- Resume (Optional)
- Statement of Purpose essay

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
- One letter of recommendation
- 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. The letter of acceptance will include 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" or "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 799) 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 into the Husson program.

International Students

International applicants must submit all application credentials as listed above. If the documents are not in English, they must be translated by a reputable English translation service. Additional requirements are as follows:

- All international transcripts must be evaluated by an evaluation service. Husson University will accept evaluations from all evaluation services that retain membership in the National Association of Credential Evaluation Services (NACES) www.naces.org.

- Non-native English speakers must submit a test of English Proficiency. Husson University will accept one of the following:

1. Test satisfactory on the Test of English as a Foreign Language (TOEFL)

- Test of Written English (TWE) scores of 5 strongly recommended and
- 550 Paper Based Test Score (CBT) or
- 213 Computer Based Test Score (CBT),or
- 80 Internet Based Test Score (IBT).

2. Minimum score of 6.5 or higher on the International English Language Testing System (IELTS)

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 fostered by experiential learning. Active classrooms, courses tied closely to actual management experience, and a diverse student body representing various academic and industry backgrounds contribute to a more robust education.

Classes are scheduled in the evening 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, Online, and at select other off-campus locations.

Husson University has affiliation agreements with Unity College, University of Maine Presque Isle and University of Maine Fort Kent which allow their 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 their respective institution and a Master's Degree from Husson University.

Upon completion of the Master's of Business Administration program curriculum, students will be able to:

- Solve complex managerial issues.
- Integrate theories and practice to perform strategic analysis
- Demonstrate effective written forms of communication and oral business presentations
- Implement leadership skills to work effectively within diverse teams
- Analyze ethical responsibilities of businesses
- Apply quantitative and qualitative analysis, to management issues

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:

Core Requirements		
BA 500	MBA Fundamentals *	1
BA 600	Research Methods in Business and Education	3
BA 601	Managerial Economics	3
BA 602	Managerial Accounting	3
BA 605	Management Communications	3
BA 625	Global Strategic Management	3
BA 643	Strategic Change Management	3
Select one of the following:		3
BA 620	Financial Management	
BA 703	Financial Management in Healthcare Organizations	
Select one of the following:		3
BA 621	Marketing Management	
BA 712	Strategic Marketing for Nonprofit Organizations	
BA 720	Advanced Sales and Marketing in Hospitality	
BA 754	Strategic Selling	
Graduate BA Electives		12
Total Hours		**37**

BA 600, BA 601 and BA 602 must be completed within the first 18 credit hours. In addition, some courses have specific prerequisites as noted in the course descriptions.

* If your undergraduate degree is not in Business or a related field, and you have not taken classes in Business or have a substantial amount of experience working in the field, you must complete BA 500 prior to taking any other courses.

MBA - Athletic Administration

The Master of Business Administration Program provides a specialized program option in athletic administration. Students earning a Master of Business Administration (MBA), concentrating in athletic administration, are prepared for careers in the athletic industry. This popular and continually expanding field includes management careers at the professional, interscholastic, and intercollegiate sports levels, as well as opportunities in campus recreation, community and youth sports programs, and many more management and programming careers. The MBA curriculum emphasizes the integration of theory and practice to train current and future administrators. Professional courses focus on the most current concerns facing business administrators including: legal issues, finance, accounting, human resources, managing change, strategic planning, and policy making. The MBA with a concentration in Athletic Administration combines the traditional MBA training with a special focus in the field of athletic administration. The curriculum is designed to prepare individuals for the ever-changing economic, political, legal, and marketing concerns that are part of the athletic sport industry.

BA 500	MBA Fundamentals *	1
All of the following courses must be completed within your first 18 credit Hours:		
BA 600	Research Methods in Business and Education	3
BA 601	Managerial Economics	3
BA 602	Managerial Accounting	3
The following courses must be completed during the program:		
BA 605	Management Communications	3
BA 625	Global Strategic Management	3
BA 643	Strategic Change Management	3
Please select one of the following:		3
BA 620	Financial Management	

BA 703	Financial Management in Healthcare Organizations	
Additional degree requirements		
BA 725	Strategic Management & Leadership in Athletics	3
BA 726	Information Management in Athletics	3
BA 727	Legal Issues & Risk Management in Athletics	3
BA 728	Governance & Policy in Athletics	3
BA 730	Athletic Administration Graduate Directed Practicum	3
Total Hours		**37**

* If your undergraduate degree is not in Business or a related field, and you have not taken classes in Business or have a substantial amount of experience working in the field, you must complete BA 500 prior to taking any other courses.

MBA - Business Analytics

While the Master of Business Administration Program has been designed primarily for the education of management generalists, students can choose a concentration in business analytics. Students in the MBA - Business Analytics program use tools from computer science, mathematics, statistics, and communication to collect, organize, and analyze material that explains problems. They then interpret and communicate what they have learned in order to make informed decisions and improve organizational performance. Business analytics applies to a wide range of fields including: business and finance, energy, the environment, healthcare, logistics, and security, among others.

BA 500	MBA Fundamentals (*)	1
All of the following courses must be completed within your first 18 hours: (9 credits)		
BA 601	Managerial Economics	3
BA 602	Managerial Accounting	3
IT 601	Business Analytics Essentials for the Professional	3
The following courses must be completed during the program: (9 credits)		
BA 605	Management Communications	3
BA 625	Global Strategic Management	3
BA 643	Strategic Change Management	3
One of the following must be completed during the program:		**3**
BA 620	Financial Management	
BA 703	Financial Management in Healthcare Organizations	
One of the following must be completed during the program:		**3**
BA 621	Marketing Management	
BA 712	Strategic Marketing for Nonprofit Organizations	
BA 720	Advanced Sales and Marketing in Hospitality	
BA 754	Strategic Selling	
Four of the following must be completed: (12 credits)		**12**
IT 600	Computer Programming for the Professional	
IT 602	Data Exploration and Visualization in Business Applications	
IT 605	Data Mining for Business Analytics	
IT 610	Database Design for the Professional	
Total Hours		**37**

* If your undergraduate degree is not in Business or a related field, and you have not taken classes in Business or have a substantial amount of experience working in the field, you must complete BA 500 prior to taking any other courses.

MBA - Healthcare Management

While the Master of Business Administration Program has been designed primarily for the education of management generalists, the curriculum also includes a specialized program option in healthcare management. The program objective of the healthcare management concentration is to have students demonstrate knowledge of key functions and issues in the healthcare industry including: healthcare economics, healthcare law, ethical issues pertinent to healthcare organizations, identification of unique management issues encountered by healthcare organizations, and financial management in healthcare organizations. Students who wish to focus their course work in healthcare management are expected to complete the Master of Business Administration core curriculum, take four of the industry specific courses listed below, and complete one other elective course sufficient to satisfy the curriculum credit hour requirements.

BA 500	MBA Fundamentals *	1
BA 600	Research Methods in Business and Education	3
BA 601	Managerial Economics	3
BA 602	Managerial Accounting	3
BA 605	Management Communications	3
BA 625	Global Strategic Management	3
BA 643	Strategic Change Management	3
BA 703	Financial Management in Healthcare Organizations	3
BA Graduate Elective		3
Select One of the Following		3
BA 621	Marketing Management	
BA 712	Strategic Marketing for Nonprofit Organizations	
BA 720	Advanced Sales and Marketing in Hospitality	
BA 754	Strategic Selling	
Select Three of the Following		9
BA 700	Health Care Management	
or HS 607	Advanced Healthcare Management	
BA 701	Legal Environment of Health Care Management	
BA 702	Health Care Economics	
or HS 606	Advanced Healthcare Economics and Policy	
BA 704	Managing Quality in Healthcare	
BA 705	Global Perspectives in Healthcare	
BA 799	Topic/ (Healthcare Management Elective)	
HS 602	Public Health Program Planning, Management, and Evaluation	
HS 603	Public Health & Behavior Change	
Total Hours		**37**

* If your undergraduate degree is not in Business or a related field, and you have not taken classes in Business or have a substantial amount of experience working in the field, you must complete BA 500 prior to taking any other courses.

MBA - Hospitality & Tourism Management

While the Master of Business Administration Program has been designed primarily for the education of management generalists, the curriculum also includes a specialized program option in hospitality & tourism management. The program objective for the concentration is to have students demonstrate knowledge of key functions of the hospitality and tourism industry including: hospitality law, sales and marketing, service management, and front office operations. Students who wish to focus their course work in the hospitality and tourism sector are expected to complete the Master of Business Administration core curriculum, take the industry specific courses listed below, and complete a hospitality graduate directed practicum.

BA 500	MBA Fundamentals *	1
BA 600	Research Methods in Business and Education	3
BA 601	Managerial Economics	3
BA 602	Managerial Accounting	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 620	Financial Management	
BA 642	Leadership in Business and Professions	
BA 644	The Legal Environment of Business	
Additional degree requirements (15 Credits)		15
BA 720	Advanced Sales and Marketing in Hospitality	
BA 722	Advanced Front Office Operations	
BA 723	Legal Issues in Hospitality Management	
BA 724	Managing Service	
BA 729	Hospitality Graduate Directed Practicum	
Total Hours		**37**

* If your undergraduate degree is not in Business or a related field, and you have not taken classes in Business or have a substantial amount of experience working in the field, you must complete BA 500 prior to taking any other courses.

MBA - Innovation & Entrepreneurship

While the Master of Business Administration Program has been designed primarily for the education of management generalists, the curriculum also includes a specialized program option in innovation and entrepreneurship. Students in the Innovation and Entrepreneurship concentration study the essential concepts of starting and operating small businesses. Students will 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.

BA 500	MBA Fundamentals *	1
BA 600	Research Methods in Business and Education	3
BA 601	Managerial Economics	3
BA 602	Managerial Accounting	3
BA 605	Management Communications	3
BA 625	Global Strategic Management	3
BA 643	Strategic Change Management	3
BA 620	Financial Management	3
or BA 703	Financial Management in Healthcare Organizations	
Select one of the Following:		3
BA 621	Marketing Management	
BA 712	Strategic Marketing for Nonprofit Organizations	
BA 720	Advanced Sales and Marketing in Hospitality	
BA 754	Strategic Selling	
Four of the following courses must be completed		12
BA 628	New Venture Planning and Management	
BA 642	Leadership in Business and Professions	
BA 760	Technology & Innovation	
BA 761	Biotechnology: The Business of Genetics	
BA 763	Legal Aspects of Entrepreneurship	
BA 764	Entrepreneurship	
BA 765	Applied Small Business Management	
BA 799	Topic/ (Innovation & Entrepreneurship Elective)	
CJ 705	Leadership & Ethics	
Total Hours		**37**

* If your undergraduate degree is not in Business or a related field, and you have not taken classes in Business or have a substantial amount of experience working in the field, you must complete BA 500 prior to taking any other courses.

MBA - Organizational Management

While the Master of Business Administration Program has been designed primarily for the education of management generalists, the curriculum also includes a specialized program option in organizational management. The Organizational Management concentration allows students to focus their studies in the areas of leadership, organizational dynamics, and human resource management. This program is designed to provide students with knowledge of major management and leadership practices and theories. Students in the Organizational Management concentration will complete the Master of Business Administration core curriculum as well as four of the concentration-specific electives listed below.

Program Requirements

BA 500	MBA Fundamentals *	1
BA 600	Research Methods in Business and Education	3
BA 601	Managerial Economics	3
BA 602	Managerial Accounting	3
BA 605	Management Communications	3
BA 625	Global Strategic Management	3
BA 643	Strategic Change Management	3
BA 620	Financial Management	3
or BA 703	Financial Management in Healthcare Organizations	
Select one of the following:		3
BA 621	Marketing Management	

BA 712	Strategic Marketing for Nonprofit Organizations	
BA 720	Advanced Sales and Marketing in Hospitality	
BA 754	Strategic Selling	
Select four of the following:		12
BA 611	Organizational Behavior	
BA 641	Human Resource Management	
BA 642	Leadership in Business and Professions	
BA 725	Strategic Management & Leadership in Athletics	
BA 741	Staffing & Selection	
BA 742	Training & Development	
BA 743	Compensation and Reward Management	
CJ 703	Labor and Employment Law	
CJ 705	Leadership & Ethics	
BA 799	Topic/ (Organizational Management Topics Course)	
Total Hours		**37**

* If your undergraduate degree is not in Business or a related field, and you have not taken classes in Business or have a substantial amount of experience working in the field, you must complete BA 500 prior to taking any other courses.

MBA - Risk Management

While the Master of Business Administration Program has been designed primarily for the education of management generalists, students can choose a specialized program option in risk management. Focused on the identification, assessment, and prioritization of risks, the risk management concentration of the MBA program is designed to instill the knowledge and skills necessary to successfully manage in times of uncertainty. Students will learn to understand, analyze, and address risk to ensure that organizations achieve their objectives.

Students in the risk management concentration will complete the Master of Business Administration core curriculum as well as four of the concentration-specific electives listed below.

BA 500	MBA Fundamentals *	1
BA 600	Research Methods in Business and Education	3
BA 601	Managerial Economics	3
BA 602	Managerial Accounting	3
BA 605	Management Communications	3
BA 625	Global Strategic Management	3
BA 643	Strategic Change Management	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	
or BA 720	Advanced Sales and Marketing in Hospitality	
Four of the following courses must be completed		12
BA 750	Fundamentals of Risk Management	
BA 751	Employee Benefits	
BA 752	Crisis Management	
BA 753	Corporate Risk Management	
BA 754	Strategic Selling	
BA 799	Topic/ (Risk Management Elective)	
Total Hours		**37**

* If your undergraduate degree is not in Business or a related field, and you have not taken classes in Business or have a substantial amount of experience working in the field, you must complete BA 500 prior to taking any other courses.

Certificate - Business Analytics

Business analytics is all about problem solving. Students pursuing a graduate certificate in business analytics will use tools from computer science, mathematics, statistics, and communications to collect, organize, and analyze material that explains problems, and to interpret and communicate what they've learned in order to make informed decisions and improve organizational performance.

These certificate courses can be applied toward an MBA degree at Husson University or augment prior learning to provide for a change in career.

Required Courses		
IT 600	Computer Programming for the Professional	3
IT 601	Business Analytics Essentials for the Professional	3
IT 602	Data Exploration and Visualization in Business Applications	3
IT 605	Data Mining for Business Analytics	3
IT 610	Database Design for the Professional	3
Total Hours		**15**

Certificate - Executive Nursing Business Management

Executive Nursing Business Management Certificate

This certificate is designed to provide BSN-trained nurses the opportunity to enhance their management and leadership skills. As nurses' roles in organizations change, the ability to manage and lead programs and personnel in a variety of settings becomes an important skill. The Husson University College of Business, in collaboration with the Husson University College of Health and Pharmacy is pleased to offer this non-licensure based certificate program. This program is open to students who have previously earned a BSN degree. Credits earned in the program may be applied toward an MBA degree should the student choose to apply to the MBA to continue their education.

Executive Nursing Business Management Certificate

Six-Course Certificate (18 CH)- Non-capstone; Non-internship
*Degree Requirement for admission: Bachelors of Science in Nursing (BSN) and admission requirements (GPA, etc.) for graduate MBA.

Students will take the following courses (no particular sequence):

BA 602	Managerial Accounting	3
BA 643	Strategic Change Management	3
BA 703	Financial Management in Healthcare Organizations	3
NU 740	Public Health Policy Issues and Challenges	3
NU 821	Strategy & Analysis of Organizational Process	3

NU 836	Healthcare Informatics and Technology	3
Total Hours		**18**

Upon completion of the six-course certificate, students may continue on towards their MBA (would need to apply for the program).

If an existing MBA student wanted to earn the Executive Nursing Business Management Certificate, students would need to apply during the first term of the program. This would be only open to students who have earned a BSN.

Certificate - Healthcare Management

Students pursuing a graduate certificate in healthcare management will demonstrate knowledge of key functions and issues in the healthcare industry including: healthcare economics, healthcare law, ethical issues pertinent to healthcare organizations, identification of unique management issues encountered by healthcare organizations, and financial management in healthcare organizations.

These certificate courses can be applied to a MBA degree at Husson University or augment prior learning to provide for a change in career.

Required Course:		
BA 703	Financial Management in Healthcare Organizations	3
Choose 3 of the Following (9 credits):		**9**
BA 700	Health Care Management	
or HS 607	Advanced Healthcare Management	
BA 701	Legal Environment of Health Care Management	
BA 702	Health Care Economics	
or HS 606	Advanced Healthcare Economics and Policy	
BA 704	Managing Quality in Healthcare	
BA 705	Global Perspectives in Healthcare	
BA 799	Topic/ (Healthcare Management Topics Course)	
HS 602	Public Health Program Planning, Management, and Evaluation	
HS 603	Public Health & Behavior Change	
Total Hours		**12**

Candidates for the Graduate Healthcare Management Certificate are required to complete a minimum of 12 semester credit hours maintaining a 3.0 overall cumulative grade point average.

Certificate - Hospitality & Tourism Management

Students pursuing a graduate certificate in hospitality and tourism management will take courses focused on key functions of the hospitality and tourism industry including: hospitality law, sales and marketing, service management, and front office operations.

These certificate courses can be applied to an MBA degree at Husson University or augment prior learning to provide for a change in career.

Required Courses:		
BA 720	Advanced Sales and Marketing in Hospitality	3
BA 722	Advanced Front Office Operations	3
BA 723	Legal Issues in Hospitality Management	3
BA 724	Managing Service	3
Total Hours		**12**

Candidates for the Graduate Hospitality & Tourism Management Certificate are required to complete a minimum of 12 semester credit hours maintaining a 3.0 overall cumulative grade point average.

Certificate - Human Resource Management

Students pursuing a graduate certificate in human resource management will focus their coursework on the key functions of human resource management including staffing and selection, training and development, compensation and benefits, and management and leadership.

These certificate courses can be applied to an MBA degree at Husson University or augment prior learning to provide for a change in career.

Required Courses:		
BA 641	Human Resource Management	3
Choose four of the following:		12
BA 611	Organizational Behavior	
BA 642	Leadership in Business and Professions	
BA 741	Staffing & Selection	
BA 742	Training & Development	
BA 743	Compensation and Reward Management	
BA 751	Employee Benefits	
CJ 703	Labor and Employment Law	
Total Hours		**15**

Candidates for the Human Resource Management Graduate Certificate are required to complete a minimum of 15 semester credit hours maintaining a 3.0 overall cumulative grade point average.

Certificate - Innovation & Entrepreneurship

Students pursuing a graduate certificate in innovation and entrepreneurship will learn the essential concepts of starting and operating small businesses. Students will study 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.

These certificate courses can be applied to an MBA degree at Husson University or augment prior learning to provide for a change in career.

Choose Four of the Following: (12 credits)		12
BA 628	New Venture Planning and Management	
BA 642	Leadership in Business and Professions	
BA 760	Technology & Innovation	
BA 761	Biotechnology: The Business of Genetics	
BA 763	Legal Aspects of Entrepreneurship	
BA 764	Entrepreneurship	
BA 765	Applied Small Business Management	
BA 799	Topic/ (Innovation & Entrepreneurship Topics Course)	

CJ 705	Leadership & Ethics	
Total Hours		**12**

Certificate - Leadership

Leadership Certificate

The leadership certificate curriculum is designed to give students the knowledge and skills they will need to apply traditional and emerging leadership theories and practices to today's organizations. With an emphasis on leadership theory, change management and professional communications, this certificate program will help students build the confidence and skills that they need to be successful in management and leadership roles.

Required:		
BA 642	Leadership in Business and Professions	3
BA 643	Strategic Change Management	3
Choose 2 of the Following (6 credits):		**6**
BA 605	Management Communications	
BA 611	Organizational Behavior	
BA 648	Project Management Techniques	
BA 711	Non-Profit Management and Leadership	
BA 724	Managing Service	
BA 725	Strategic Management & Leadership in Athletics	
CJ 705	Leadership & Ethics	
Total Hours		**12**

Certificate - Risk Management

Students pursuing a graduate certificate in risk management will complete coursework focused on the identification, assessment, and prioritization of risks. The graduate certificate in risk management is designed to instill the knowledge and skills necessary to successfully manage in times of uncertainty. Students will learn to understand, analyze, and address risk to ensure that organizations achieve their objectives.

These certificate courses can be applied to a MBA degree at Husson University or augment prior learning to provide for a change in career.

Required Courses (Choose 4 of the Following):		12
BA 750	Fundamentals of Risk Management	
BA 751	Employee Benefits	
BA 752	Crisis Management	
BA 753	Corporate Risk Management	
BA 754	Strategic Selling	
BA 799	Topic/ (Risk Management Topics Course)	
Total Hours		**12**

Candidates for the Graduate Risk Management Certificate are required to complete a minimum of 12 semester credit hours maintaining a 3.0 overall cumulative grade point average.

Graduate Program in Criminal Justice Administration

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 online to accommodate participants' work schedules. The part-time student can complete the program in two and one-half years without career interruption.

Admission

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

Graduate Admissions
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:

- Application
- Letters of recommendation.
- Previous college or university work.
- 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. 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, 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 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) or other CJ 700 level courses to fulfill the five, CJ designated course requirement. Topics will vary but may include: White Collar Crime, Counter-terrorism, 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 programmatic outcomes for the MSCJA degree are:

1. Students will analyze how criminal justice policy is formulated at the federal, state and local level within a political, economic and social context.
2. Students will articulate the roles and functions of the various components of the criminal justice system.
3. Students will apply decision-making techniques, using quantitative and qualitative analysis, and theory to management issues.
4. Students will apply critical thinking to diversity issues that arise in Criminal Justice
5. Students will demonstrate leadership skills through effective written and oral communication.
6. Students will use current technology to access information, analyze and interpret data, and generate reports.
7. Students will implement leadership skills to work effectively within diverse teams.

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 702	Perspectives in Terrorism	
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 712	Homeland Security	
CJ 714	Counterterrorism and Counterinsurgency	
CJ 715	Corporate Security	
CJ 716	Global Jihad and Radicalization	
CJ 720	Leadership in Police Organizations I	
CJ 721	Leadership in Police Organizations II	
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
Graduate Business Elective Courses		
Graduate Business Electives (BA 600+)		6
Total Hours		**36**

Certificate in Counter Terrorism and Security

This certificate is designed to provide a fundamental understanding of the threat of terrorism for law enforcement, military, and corporate security officers who act as the first line of defense against terrorist acts.

This certificate program is offered on-line and in on-ground format.

The program is intended for participants interested in a career in security at federal, state and local levels in counter terrorism or other homeland security related agencies. This certificate is offered at both the undergraduate and graduate levels. Credits from this graduate certificate can be applied to the M.S. Criminal Justice Administration degree. Students must complete a minimum of 12 credits to earn this certificate at the graduate level.

The certificate programmatic outcomes are:

1. Students will understand and discuss paradigm shifts in the terror age, to include asymmetric threats, non-nation states, non-contiguous battlefields, and bureaucracies vs. ideologies and will understand the use of technology and its application by terrorists and insurgents.
2. Students will explore and analyze a variety of threats against U.S. National Security and synthesize possible solutions into actionable risk mitigation and counterproliferation/counterforce strategies.

CJ 715	Corporate Security	3
CJ 714	Counterterrorism and Counterinsurgency	3
CJ 716	Global Jihad and Radicalization	3
CJ 712	Homeland Security	3
CJ 702	Perspectives in Terrorism	3
Total Hours		**15**

THE COLLEGE OF HEALTH & PHARMACY

The College of Health and Pharmacy (COHP) supports the mission and vision of the university by offering fully accredited undergraduate and graduate professional programs in the healthcare related fields of Occupational and Physical Therapy, Nursing, and Pharmacy. Students interested in careers in Nursing can pursue an undergraduate degree or choose from several tracks at the graduate levels. Occupational and Physical Therapy, and Pharmacy students may qualify for early entry and earn a bachelors degrees on the way to earning their Master of Science in Occupational Therapy or their Doctor of Physical Therapy or Pharmacy. These programs also have the option for direct entry into the professional programs for those who meet admissions criteria.

COHP Mission

The Husson University College of Health and Pharmacy inspires and prepares students for contemporary, evidence-based, and ethical practice in health professions.

We foster student success by promoting:

- Professional identity
- Self-directed learning
- Critical reflection and scholarship
- Practice focused on the individuals, families, groups and populations we serve
- Integration of state-of-the-art technology
- Cultural competence, social justice, and advocacy for our clients and our professions

COHP Vision

The College of Health and Pharmacy aspires to shape our students into compassionate and effective practitioners, leaders, and scholars who value inter-professional collaboration, lifelong learning, and global engagement.

Accreditation

Our programs are fully accredited or approved by one of the following agencies:

The Commission on Collegiate Nursing Education (CCNE)

The Accreditation Counsel for Pharmacy Education (ACPE)

The Commission on Accreditation in Physical Therapy Education (CAPTE)

The Accreditation Council for Occupational Therapy Education (ACOTE)

The Maine State Board of Nursing

Admissions Criteria

Each of our programs have admissions criteria unique to the discipline. Refer to your program of interest for detailed information about the qualifications for admissions into the program.

Programatic Outcomes

- Students will demonstrate proficient skills and knowledge in the areas of Interprofessional practice, and the Practice of Care.
- Students will demonstrate proficient skills and knowledge in Biomedical Sciences
- Students will demonstrate proficient skills and knowledge in Pharmaceutical Sciences
- Students will demonstrate proficient skills and knowledge in Social/ Behavioral /Administrative sciences.
- Students will demonstrate proficient skills and knowledge in Clinical Sciences.

Samuel "Caito, III" 2017

"BS, University of Rochester"

"Ph.D., University of Rochester"

Shuhua Bai 2009

"BS, Shenyang Pharmaceutical University"

"MS, Shenyang Pharmaceutical University "

"Ph.D., Shenyang Pharmaceutical University "

Sarah Bedi 2020

"BSN, Mississippi University for Women"

N/A

"BSN-DNP, University of Mississippi Medical Center School of Nursing"

Kimberly Davis 2003

"BS, University of New England"

MSO.T. University of New Hampshire

"OTD, Rocky Mountain University of Health Professions"

Annette DeRoche 2018

"BSN, University of Massachusetts"

"MSN, St. Joseph College"

"DNP, Capella University"

Conrad Dhing 2009

"BS, Northeast Louisiana Universtiy"

"Ph.D., The University of Louisiana at Monroe"

Aaron Domina 2009

"BS, Worcester Polytechnic Institute"

"Ph.D., Dartmouth College"

Patricia Eldershaw 2017

"BSN, University of Maine BA, McMaster University"

"MA, Acadia University"

"Ph.D., Unveristy of Waterloo"

Thomas Frail 2018

"BS, Husson University"

"Pharm.D., Husson University"

Lauren Fysh 2022

"BS, Husson University"

"MS, Husson University"

Daya Gupta 2021

"BS, University of Medical Sciences, New Delhi"

"MD, JIPMER, Pondicherry, India"

"Ph.D., State University of New York"

Angela Hartsig 2018

"BS, University of Michigan"

"Pharm.D., University of Michigan"

Megan Harvey 2021

"BS, University of Maine"

Katey Howland 2014

"BS, University of New England"

"MS, University of New England"

"Ed.D., University of St. Augustine"

Chad Howland 2017

"BS, Lyndon State College"

"MS, University of Vermont"

"D.Sc., Andrews University; DPT, University of St. Augustine"

Karen Huhn 2016

"BS, Northeastern University"

"MS, University of Medicine and Dentistry"

"Ph.D., University of Medicine and Dentistry"

Muhammad Delwar Hussain 2022

"B.Pharm, University of Dhaka"

"M.Pharm, University of Dhaka"

"Ph.D., University of Alberta"

Shannon James 2020

"BS, The University of Kansas"

"Pharm.D., The University of Kansas"

Diane Jenks 2017

"BSN, St. Petersburg College"

"MSN, Western Governors University"

Jessica Johnson 2022

"Pharm.D., University of Louisiana"

Cavenaugh Kelly 2014

"BS, University of Southern Maine"

"MS, Lewiston Auburn College"

"Ph.D., University of Maine"

Ellen King 2020

"BSN, Oklahoma, Panhandle State University"

"MSN, Austin Peay University"

"DNP, American Sentinel University"

Drew Lambert 2013

"Pharm.D., University of Buffalo"

Stephanie Laprino 2017

"BS, Husson University"

"MSPT, Husson University "

"DPT, Husson University"

William Lindblad 2008

"BS, University of Maine"

"MS, Cleveland State University"

"Ph.D., University of Rhode Island"

Lindsay McAlpine

"BSN, Husson University"

"MSN, Husson University"

Peter McLean 20419

"BS, Husson University"

"Pharm.D., Husson University"

Daniel Mickool 2021

Alicia Murray 2017

"BSN, University of Maine"

"MSN, St. Joseph College"

"DNP, Quinnipiac University"

Emily Mushrall 2020

"BS, Husson University"

"MS, Husson University"

James Nash 2021

"BS, University of Kentucky"

"Pharm.D., Mercer University"

Mary Elizabeth Patnaude 2022

"BA, University of Connecticut"

"MS, Columbia University"

"DHSc, University of Indianapolis"

Valerie Sauda 2014

"BA, University of Southern Maine"

"MSN, University of Southern Maine"

"Ph.D., University of Maine"

Amanda Savage 2019

"BS, University of New England and University of Southern Maine"

"M.Ed., University of Maine"

"DNP, University of St. Augustine for Health Sciences"

Wayne Scott 2009

"BA, University of Delaware"

"MPT, University of Delaware"

"Ph.D., University of Delaware"

Stephanie Seeley-Bishop 2022

"BSN, Husson University"

"MSN, Husson University"

Ben Sidaway 1996

"B.Sc., Loughborough University of Technology"

"MA, University of North Carolina - Chapel Hill & MSP.T. Husson College"

"Ph.D., Penn State University"

Sondra Siegel 1998

"BA, University of California at Berkeley & BS, Washington University"

"Ph.D., Emory University"

James Singletary 2015

"BS, University of Florida"

"R.Ph., University of Florida"

Michelle Slike 2022

"BS, Husson University"

"MHA, St. Joseph's College"

"DPT, Husson University Ed.D., Liberty University"

Kelsie Snow 2019

"BS, Husson University"

"Pharm.D., Husson University"

Kimberly Steinbarger 2008

"BS, Daemen College "

"MHS, University of Indianapolis"

"DHSc, Drexel University"

Tricia VanKirk 2022

"BS, University of Maine"

"MS, University of Maine"

"Ph.D., University of Maine"

Jill Vaughn 2019

"BS, University of Rhode Island"

"MSN, University of Rhode Island"

Cassandra White 2013

"Pharm.D., Albany College of Pharmacy and Health Sciences"

Tianzhi Yang 2009

"BS, Shenyang Pharmaceutical University"

"MS, Shenyang Pharmaceutical University"

"Ph.D., Peking University"

Undergraduate Degrees and Pathways for the College of Health & Pharmacy

The Health Programs

School of Nursing

- B.S. in Nursing (BSN)

School of Occupational Therapy

- B.S. in Healthcare Administration and Public Health/M.S. in Occupational Therapy

School of Physical Therapy

- B.S. in Exercise Science/Doctor of Physical Therapy

School of Pharmacy

- B.S. in Health Sciences/Doctor of Pharmacy

Undergraduate Program in Nursing

The Husson University School of Nursing /Eastern Maine Medical Center Bachelors of Science in Nursing (B.S.N.) 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 acute care such as urgent care and hospitals, as well as community health and public health organizations, primary care clinics, psychiatric settings, and long term care settings including skilled nursing facilities, assisted living, and long term care settings. B.S.N. graduates are prepared to pursue specialized nursing study at the master's degree level, continue in leadership roles, or obtain further certification or specialization.

The program provides a strong base in sciences, math, social sciences and the arts, both as a theoretical foundation for nursing practice and as a component of a comprehensive liberal education. Clinical experiences including simulation and experiential clinical opportunities throughout the region are integrated throughout the program of study. The nursing faculty are proficient in theoretical nursing knowledge and active as practitioners and nursing leaders in a diversity of practice settings and with a variety of different populations, providing students with role models for excellence in nursing practice and leadership.

State-of-the art simulation centers located on the University campus and a short drive from campus allow 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 for all students throughout the program. 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 may be available.

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 produces leaders in nursing and healthcare who provide thoughtful innovation in healing, teaching and discovery. The mission is accomplished through curricula grounded in experiential learning, evidence-based standards, and collaborative strategies to build effective inter professional teams to ensure quality healthcare delivery for diverse populations.

Husson University School of Nursing identifies healing as an important dimension of the nursing role while recognizing that healing is not limited to nursing's domain. Husson University School of Nursing identifies healing as an important dimension of the nursing role while recognizing that healing is not limited to nursing's domain. Husson University School of Nursing faculty encourage students to engage in healing techniques that support the nurse-patient therapeutic relationship in all aspects of care. Students are mentored in self-care and developing a life of balance via self-reflection, awareness of spirituality, and multicultural sensitivity and the roles these concepts play in health.

Faculty believe that teaching is a core element of professional practice. To be effective teachers, students need to understand the teaching-learning process including such things as developmental stage, culture, patient preferences, and health literacy when educating patients or peers. According to Natale and Klevay (2013) being present in the moment, appreciating the perspectives of others, self-reflection, listening attentively, honoring wisdom, and unconditional acceptance are the underpinnings of meaningful discourse and students must master these skills for significant teaching-learning to occur. Clinical experiences are structured to provide opportunities for students to practice these skills and build confidence.

Discovery is the basis of student-centered learning, a process which embraces collaboration between faculty and students. Faculty strive to utilize thoughtful, evidence-based teaching strategies that encourage an environment of discovery in didactic and clinical settings. Students are encouraged to become lifelong learners by creating an atmosphere of scholarly inquiry and discovery during their educational experience that will continue throughout their professional careers. By promoting scholarly inquiry and discovery, Husson University School of Nursing graduates are prepared to use a scientific framework for the design of safe, high quality, patient-centered care.

Husson University School of Nursing achieve this professional 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 which contributes 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.

Programmatic Outcomes

Students will demonstrate proficiency in:

- Liberal education for baccalaureate generalist nursing practice.
- Basic organizational and systems leadership for quality care and patient safety.
- Scholarship for evidence¬ based practice.
- Information management and application of patient care technology.
- Healthcare policy, finance, and regulatory environments.
- Interprofessional communication and collaboration for improving patient health outcomes.
- Clinical prevention and population health.

- Professionalism and professional values.
- Baccalaureate generalist nursing practice.

Admissions

The admissions requirements for the Husson University School of Nursing Undergraduate BSN Nursing Program include:

1) Graduation from an approved high school or credentials indicating equivalent preparation.

2) SAT combined score of at least 1030 (or ACT equivalent); students with lower SAT OR ACT scores may be considered if the student has a high school average of B (83-86) on a scale of 100 or a GPA of 3.0 on a 4.0 scale (or equivalent).

3) Completion of the following high school subjects with a grade of B (83-86) or better.

-Four years of English

-Two years of mathematics, including algebra 1 and 2

-Two years of science with lab including biology and chemistry

4) Students are required to complete a document signed by a primary care provider outlining ability to meet the School of Nursing Essential Functions, submit a current immunization record, and complete a criminal background check prior to starting the clinical portion of the program.

Change of Major (Internal Transfer) to the Undergraduate Nursing Program

Students may apply for a change of major no later than March 1st. Transcripts will be reviewed after completing two semesters of academic work at Husson University. Preference is given to internal change of major students for admission for the fall semester. To be strongly considered for internal transfer, students should have a GPA of at least 2.7 and grades of C or better in all science and math courses. Students interested in the nursing major must submit a Change of Major form along with an unofficial transcript, and an essay that describes their rationale for selecting the profession of nursing and the potential strengths the student 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 and is contingent upon a health care provider examination outlining ability to meet Essential Functions, current immunization record, and a criminal background check.

External Transfer to the Undergraduate Nursing Program

External transfer entry is highly competitive and limited. To be considered for external transfer, applicants must have a minimum GPA of at least 2.7. Applicants must submit an essay that describes the rationale for selecting the profession of nursing and the potential strengths that the student would bring to the profession. Two letters of support from professors and/or employers are required. A copy of an official transcript is also required for consideration of transfer credits. Admission is based on space available and is contingent upon a health care provider examination outlining ability to meet Essential Functions, current immunization record and a criminal background check.

Transfer of Credit

The Husson School of Nursing expects that students will take all required CORE Math, Science, and Nursing courses at Husson University. Transfer of credit will be considered as follows:

- If a student is transferring into the nursing program from another institution, CORE Math, Science and/or Nursing credits may be transferred if they are deemed comparable to the Husson CORE Math, Science or Nursing courses (See section on External Transfers) by the University Registrar and the School of Nursing. A grade of C or above may be considered for transfer credit.

- If a required CORE Science or Math course is not offered and a student's advancement through the program of study would be delayed, the student may request permission to transfer credit from another institution and may take the CORE Math or Science course elsewhere only after permission has been granted by the University and/or the School of Nursing.

- Any other requests for transfer of credits will be taken on a case by case basis.

If there is an identified pattern of difficulty in meeting these requirements, an individualized student success plan may be required to strengthen necessary skills before students are allowed to progress in the program.

Progression and Graduation

Successful progression in the undergraduate BSN nursing program is based on meeting program outcomes and requires a pattern of effective demonstration of proficiency in a diversity of ways across the curriculum. The methods which the faculty use to evaluate the pattern of effective demonstration of proficiency include:

- clinical practice and simulation performance based assessments,
- criterion referenced projects,
- objective and performance-based assessments for classroom performance,
- standardized proctored assessments and remediation,
- adherence to the ANA Code of Ethics and professional behaviors policy.

Benchmark Grades for progression:

1. Entering freshmen or level one nursing students for the first year of the nursing program, must receive a grade of C (73-76) or better for all CORE science and math courses in order to progress to the second level or sophomore year within the nursing program. The student must also maintain a cumulative GPA of 2.7 or better.

2. Once a student begins level two or sophomore level nursing courses, the student must maintain grades of C+ (77-79) in all CORE science, math, and nursing courses. The student must maintain a cumulative GPA of 2.7 or better for rest of the program.

Required benchmark scores for ATI proctored examinations and remediation:

All graduates of the BSN program, to practice as a Registered Nurse, are required to complete an entry into practice examination administered by the State Boards of Nursing, called the NCLEX-RN™ examination.

Nursing students must participate in assessment examinations as required by the department. These standardized assessments are included in the determination as to whether students may progress in the program. The faculty and University stakeholders, including the Dean of the College of Health and Pharmacy, receive an overall program report of scores by exam to help inform teaching across the curriculum within specific course content areas.

Progression process

If any CORE science, math or nursing course grade is below the program benchmark, the student will receive a formal letter notification by email (Husson gmail account) related to progression. The progression email will outline the course/s which need repeating as well as expectations of further academic skill development or services which the student may need to access for success. The action plan will be reviewed between the student, academic advisor, and as needed, the Undergraduate Director and the Office of Student Success. Failure to adhere to the action plan may result in dismissal from the nursing program. If a student has an approved leave of absence after receiving a progression action plan, the student continues the plan in the semester the student returns to the program. A student will be identified as successful if the student successfully completes the action plan.

Retaking CORE courses:

A student who earns less than the program benchmark grade or withdraws failing must retake the CORE science, math, or nursing course the next semester the course is offered at Husson University. If a course that is required for progression is not offered at Husson University, a request for permission to take the course off campus will be made as per University policy. A student must pass any pre-requisite CORE Math, Science or Nursing course before progressing to the successive course, e.g., Anatomy and Physiology I before Anatomy and Physiology II. This may cause a possible delay in progression to graduation.

Listing of CORE Math and Science Courses for BSN Program (For academic year 2022-2023):

- Math elective (Math 1-Deductive) by math placement
- MS 132 Probability and Statistics
- SC 191 and SL 191 General Biology I/Lab
- SC 180 and SL 180 Principles of General Chemistry I/Lab
- SC 221 and SL 221 Anatomy & Physiology I/Lab
- SC 222 and SL 222 Anatomy & Physiology II/Lab
- SC 241 and SL 241 Microbiology/Lab
- SC 333 Pathophysiology

Listing of CORE Nursing Courses for BSN Program (For academic year 2022-2023)

- NU 210 and NL 210 Fundamentals of Nursing/lab
- NU 212 and NL 212 Introduction to Medical Surgical Nursing/Lab/clinical
- NU 315 and NL 315 Family Centered Care-Children/clinical
- NU 322 and NL 322 Medical Surgical Nursing I/clinical
- NU 323 and NL 323 Medical Surgical Nursing II/clinical
- NU 324 and NL 324 Family Centered Care-Women and Infants/clinical
- NU 412 and NL 412 Population Focus-Community Health/clinical
- NU 422 andNL 422 Population Focus-Community Mental Health/clinical
- NL 427 Senior Practicum
- NU 442 Health Informatics & Technology
- NU 443 Quality Improvement in Healthcare Systems
- NU 445 Evidence-Based Practice for the Professional Nurse
- NU 455 Gerontological Nursing for the Professional Nurse

Other requirements for progression

- Once starting level two or sophomore level coursework, the student must complete all BSN degree requirements within four years. Exceptions may be made for extenuating circumstances.
- If a student has an interruption in progression of more than one academic year, the School of Nursing may require the student to repeat foundational CORE science, math or nursing courses to re-establish current nursing knowledge and safeguard patient safety.
- Students must demonstrate standards of moral, ethical, and legal conduct expected of nursing professionals to continue progression to graduation. These standards include fulfilling expectations established by the ANA Code of Ethics, AACN Baccalaureate Essential VIII: Professionalism and Professional Values, the School of Nursing Essential Functions and the School of Nursing Professional Behavior policy. Failure to meet standards of moral, ethical and legal conduct may risk dismissal from the BSN nursing program.

Progression Review Process

The Undergraduate Director will review all BSN student grades and GPA at the end of each semester and submit a formal letter notification of progression status by Husson email to the student and advisor which may include a student success action plan. Academic actions may include no action needed, academic progression warning, or dismissal from the nursing program. The Undergraduate Director has an option to request a meeting of the adhoc Nursing Admission and Progression (NAP) Committee comprised of nursing faculty/directors to conduct a blind review of any referred students who do not meet the progression criteria for further recommendation prior to submission of the formal email notification. The Committee may review each student's internal (course assignments), external (standardized exams), and/or performance-based assessments, as applicable and give recommendation to the Undergraduate Director about progression and/or student success plans as requested. The Dean of the College of Health and Pharmacy and the Dean of Student Success both receive copies of progression emails sent to students. The expectation is that the student meet as soon a possible with the academic advisor after receipt of notification to develop further action plan items which meet the goal of the progression action plan.

Academic Dismissal

A student may be academically dismissed from the School of Nursing BSN nursing program whenever one or more of the following conditions are met:

- Failure to execute and meet prescribed benchmarks of the student success action plan.
- Falling within the criteria for nursing academic progression warning as described above for more than two semesters over the course of obtaining a degree.
- Demonstrating behavior or practice that is unsafe, illegal, unethical, or unprofessional as outlined by the ANA Code of Ethics and policies and practices of the School of Nursing and/or its partner clinical sites and laboratories.

The School of Nursing Chief Nurse Administrator will take appropriate action with respect to decisions of dismissal. Such actions may include but are not limited to:

- Notifying the student in writing of any review decision, and recommendation for dismissal. Notification of dismissal from the nursing program will be made using any reasonable means of communication which could include email or standard/registered U.S. Mail.
- Notifying course faculty and academic advisor of decision for dismissal and further recommendations, if applicable.

Appeal Process

A student who wishes to appeal the progression or dismissal decision of the School of Nursing may do so to the Dean of the College of Health and Pharmacy. The student must submit the appeal in writing within 14 days of notification. The grounds by which the Dean may grant an appeal include, but are not limited to whether the student is able to show significant extenuating circumstances and, in the event of dismissal from the program, whether there is a reasonable prospect for academic and/or professional success.

These policies apply at the School of Nursing level and do not replace Husson University academic actions and appeal processes which are available online at http://catalog.husson.edu/generalinformation/academicpolicies/

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

NOTE: Each student applying to the B.S.N. program will be considered on an individual basis. Specific requirements may be waived in exceptional circumstances.

Essential Functions

The essential functions listed below are minimal qualifications for admission to, promotion within, and graduation from this program.

Purpose: The Baccalaureate of Science in Nursing (B.S.N.) program provided by Husson University School of Nursing focuses on providing education to ensure that students provide safe and competent practice as a professional nurse. In practicing in the role of a professional nurse, the student is engaged in laboratory and/or clinical experiences which require specific social, cognitive, and physical functions in order to be safe and effective. The Essential Functions serve as guidelines for both students, faculty, and staff in the School of Nursing in determining ability of students to perform skills and maintain professional attitudes and behaviors within the program in provision of safe and competent practice. The Essential Functions are also used by the School of Nursing to help guide students who may need accommodations for academic learning in collaboration with Husson University Accessibility Services.

Rationale: In addition to specific clinical site requirements, the following essential functions have been adopted by the Husson University School of Nursing programs to ensure that students are able to fulfill the didactic, clinical and laboratory requirements of the program. These Essential Functions are identified to ensure that students are able to maintain personal safety as well as safety for patients, families and others.

For purposes of the Essential Functions, the Husson University School of Nursing requires that a student obtain a medical examination and completes a form that confirms the student's ability to meet the Essential Functions on an annual basis from the sophomore year through senior year. The completed form is kept in the student's advising folder unless there is a need for accomodation, in which the form is forwarded to Accessibility Services. The School of Nursing works collaboratively with the student and Husson University Accessibility Services to ensure access to reasonable accommodations as needed as identified by the medical examination and as requested by the student. Students who are not able to meet the essential functions with or without reasonable accommodations may be deemed unqualified to participate in the Nursing program. A change in condition at any time in the program which has the potential to affect the student's meeting of learning outcomes related to skills, attitudes or behaviors within a nursing course as defined in to the Essential Functions may require additional documentation or a request for additional documentation from a medical provider.

References: The Essential Functions are developed based on guidelines, professional organization recommendations, and nursing practice rules found below:

American Association of Colleges of Nursing (AACN) Sample Technical Standard-University of Miami School of Nursing and Health Studies "Technical Standards" http://bulletin.miami.edu/undergraduate-academic-programs/nursing-health-studies/nursing/

American Heart Association "Part 5: Adult Basic Life Support and Cardiopulmonary Resuscitation Quality" Retrieved at https://eccguidelines.heart.org/wp-content/themes/eccstaging/dompdf-master/pdffiles/part-5-adult-basic-life-support-and-cardiopulmonary-resuscitation-quality.pdf

Job Accommodation Network Retrieved at https://askjan.org/info-by-role.cfm#for-employers

Maine State Board of Nursing Rules and Regulations Chapter 4-Disciplinary Action and Violations of the Law Retrieved at https://www.maine.gov/boardofnursing/docs/Chapter%204.pdf

National Alliance for Mentally Ill "Succeeding at Work" Retrieved at https://www.nami.org/Find-Support/Living-with-a-Mental-Health-Condition/Succeeding-at-Work

National Network Information, Guidance and Training on the Americans with Disabilities Act Retrieved at https://adata.org/factsheet/health

U.S. Centers for Disease Control "Safe Patient Handling Training for Schools of Nursing" Retrieved at https://www.cdc.gov/niosh/docs/2009-127/

Emotional Requirements: Student demonstrates:

- Regulation of emotion in all settings
- Ability to relate to others including but not limited to performance of patient care activities, clinical emergency situations, and within laboratory and classroom settings
- Ability to perform daily activities of a nursing student including classroom, laboratory, and clinical attendance and participation

Cognitive Requirements: Student demonstrates:

- Ability to problem solve and develop and use, clinical reasoning, and judgment.
- Ability to read a variety of types of materials with increasing complexity including textbooks, journals, and medical records.
- Ability to identify and respond to nonverbal cues of mood, temperament, and gestures provided by others.
- Ability to maintain focus and concentration for extended (one hour or more) periods of time in all academic learning environments.

Social Requirements: Student demonstrates:

- Ability to form and maintain relationships in a professional setting and academic environment including but not limited to group work, clinical team practice, and professional faculty and staff interactions.
- Ability to be flexible in response to change with behavior and/or thinking

Communication Requirements: Student demonstrates:

- Ability to use verbal and non-verbal professional communication in a respectful and civil manner including tone, affect, and language choice.
- Ability to communicate orally in English to patients, colleagues and others
- Ability to communicate in written English in a variety of styles including but not limited to nursing notes, papers, short answer, essays, and journaling.
- Ability to engage with interpreters and patients/others in clinical setting to manage effective communication for patient safety
- Ability to communicate through use of technology including but not limited to use of a computer, intravenous pumps, simulation mannequins, and electronic medical records.

Physical Requirements: Student demonstrates (with or without reasonable accommodations):

- Vision:
  - Ability to assess patient's health status using visual inspection and observation to detect changes in physical appearance, contour, and color.
  - Ability to accurately read labels on medications and calibration and monitoring devices (i.e. syringes, manometers and other monitoring devices)
- Depth perception and fine motor skills:
  - Ability to recognize objects that have depth, height and width, including but not limited to wound measurement, skin assessment, newborn assessment.
  - Ability to use gross and fine motor skills to perform nursing skills including but not limited to insertion of indwelling catheters or intravenous catheters, use of assessment equipment or performing injections.
  - Ability to write and/or keyboard/ type accurately and clearly on all required assignments, and patient records.
- Hearing:
  - Ability to hear within normal range the spoken word such as but not limited to communication with clinical instructors or with patients and families,
  - Ability to use auditory assessment devices (such as stethoscope)
  - Ability to hear mechanical alarms or emergency alarms in all settings.
- Walking:
  - Ability to walk and use stairs while in the clinical area.
  - Ability to assist patients using assistive devices and transporting equipment such as but not limited to stretchers, wheelchairs, and walkers or canes.
- Standing:
  - Ability to stand for prolonged periods of time while in the clinical area.
- Sitting:
  - Ability to be seated for extended periods of time including but not limited to participating in classroom, clinical trainings, in patient rooms while collecting assessment data, and in clinical conferences.
- Lifting/Carrying:
  - Ability to lift up to 35 pounds in lifting, transferring, and moving patients in nursing laboratory and clinical settings.
- Tactile Sensation:
  - Ability to conduct patient assessments by using the fingers and hands to touch (palpation).
  - Ability to assess patient by feeling vibrations, pulses, and skin temperature.
- Pushing/Pulling:

- Ability to pull, push, position and transfer patients including using transfer assistant devices as required.
- Ability to perform cardiopulmonary resuscitation (CPR) chest compression's at the recommended depth determined by the most current guidelines by the American Heart Association.

o Bending/Reaching/Twisting/Turning and Stretching: Student demonstrates:

- Ability to reach, stoop, bend, kneel, crouch and other motions as required to provide patient care in the clinical and laboratory setting including but not limited to bathing patients, changing beds, treatments, and using medical equipment.

B.S. in Nursing (Husson/EMMC)

General Education Requirements		
EH 105	College Writing	3
HE 111	The Husson Experience ***	1
MS 132	Probability and Statistics	3
NU 100	Historical Perspectives of Healthcare	3
NU 412 & NL 412	Population Focus - Community Health and Population Focus - Community Health - Clinical	4
NU 445	Evidence Based Practice for the Professional Nurse	3
PY 111	General Psychology	3
PY 141	Human Growth and Development	3
SC 191 & SL 191	General Biology I and General Biology Lab I	4
Fine Arts Elective		3
Foreign Culture & Conversation Elective		3
Historical Elective		3
Humanities Elective		3
Literature Elective		3
Math I Elective		4
Philosophical Elective		3
Nursing Requirements		
NL 427	Senior Practicum	5
NU 210 & NL 210	Fundamentals of Nursing and Fundamentals of Nursing-Laboratory	5
NU 212 & NL 212	Introduction to Medical-Surgical Nursing and Introduction to Medical-Surgical Nursing-Laboratory	5
NU 214 & NL 214	Pharmacology and Medication Administration and Dose Calculations	3
NU 315 & NL 315	Family Centered Care-Children and Clinical:Child Health	4
NU 322 & NL 322	Medical Surgical Nursing I and Medical Surgical I-Clinical	5
NU 323 & NL 323	Medical Surgical Nursing II and Medical Surgical II -Clinical	5
NU 324 & NL 324	Family Centered Care - Women and Infants and Family Centered Care - Women and Infants - Clinical	4
NU 422 & NL 422	Population Focus - Mental Health and Population Focus - Community Mental Health Clinical	4
NU 425	Transition to Practice	2
NU 442	Health Informatics & Technology	3
NU 443	Quality Improvement in Healthcare Systems	3
NU 455	Gerontological Nursing for the Professional Nurse	3
SC 180 & SL 180	Principles of Gen Chemistry and Prin of Gen Chemistry Lab I	4
SC 221 & SL 221	Anatomy and Physiology I and Anat/Physiology Lab I	4
SC 222 & SL 222	Anatomy and Physiology II and Anatomy/Physiology Lab II	4
SC 241 & SL 241	Microbiology for the Health Sciences and Microbiology Lab	4
SC 333	Pathophysiology	3
Nursing Elective		3
Total Hours		**122**

Suggested Course Sequence

First Year

Fall	Hours	Spring	Hours
EH 105	3	NU 100	3
HE 111***	1	PY 141	3
PY 111	3	SC 180 & SL 180	4
SC 191 & SL 191	4	SC 221 & SL 221	4
Math I Elective	4		
	15		**14**

Second Year

Fall	Hours	Spring	Hours
MS 132	3	NU 212 & NL 212	5
NU 210 & NL 210	5	NU 214 & NL 214	3
SC 222 & SL 222	4	SC 241 & SL 241	4
Literature Elective	3	Historical Elective	3
	15		**15**

Third Year

Fall	Hours	Spring	Hours
NU 322 & NL 322	5	NU 315 & NL 315 (Or NU/NL 324)	4
NU 324 & NL 324 (Or NU/NL 315)	4	NU 323 & NL 323	5
NU 445	3	NU 443	3

NU 455	3	Nursing Elective - NU 299 or Higher	3
SC 333	3		
	18		**15**

Fourth Year

Fall	Hours	Spring	Hours
NU 412 & NL 412 (Or NU/NL 422)	4	NL 427	5
NU 442	3	NU 412 & NL 412 (Or NU/NL 422)	4
Fine Arts Elective	3	NU 425	2
Humanities Elective	3	Foreign Culture & Conversation Elective	3
Philosophical Elective	3		
	16		**14**

Total Hours: 122

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

RN/BSN

Admission criteria for the RN-BSN program

- Active, unencumbered, United States registered nurse (RN) license (Note: if the student has an RN license that is expiring within the period of admission, the student must update the license and submit to the online Admissions team)
- Successful completion and graduation from an approved accredited associate degree in nursing (ADN), or associate in science degree in nursing (ASN) or diploma program.
- Minimum cumulative GPA of 2.5 or by permission of the school of nursing.
- Actively practicing or having been in practice in any setting or nursing role within the past five years or by permission of the school of nursing.

Program delivery

The courses within the program are delivered online in an asynchronous model. The RN-BSN program does include practice experiences which require the student to engage in project work within the local community of residence.

Program Policies

RN-BSN students are expected to adhere to the BSN program policies as outlined in the Catalog including the Essential qualifications.

General Education Requirements

EH 105	College Writing	3
HE 114	Husson Experience & Building Professional Skills	3
MS 132	Probability and Statistics	3
NU 445	Evidence Based Practice for the Professional Nurse	3
PY 111	General Psychology	3
PY 141	Human Growth and Development	3
SC 180 & SL 180	Principles of Gen Chemistry and Prin of Gen Chemistry Lab I	4
Bridge/Sustainability Elective		3
Fine Arts Elective		3
Foreign Culture and Conversation Elective		3
Historical Elective		3
Humanities Elective		3
Literature Elective		3
Math I Elective		3
Perspectives Elective		3
Philosophical Elective		3
Nursing Courses		
MH 101	Introduction to Medical Humanities	3
NU 429	Current Topics in Population Focused Care (Nursing elective)	1
NU 441	Role Transition to Professional Nursing	3
NU 442	Health Informatics & Technology	3
NU 443	Quality Improvement in Healthcare Systems (Pre-requisite NU 445)	3
NU 446	Practice Science and Skills for the Professional Nurse	3
NU 447	Leadership Development for the Professional Nurse	3
NU 448	Interprofessional Collaboration in Rural Public Health for the Professional Nurse	3
NU 449	Health Policy Issues and Challenges for the Professional Nurse	3
NU 455	Gerontological Nursing for the Professional Nurse	3
NU 495	Capstone for the Professional Nurse	3
SC 221 & SL 221	Anatomy and Physiology I and Anat/Physiology Lab I	4
SC 222 & SL 222	Anatomy and Physiology II and Anatomy/Physiology Lab II	4
SC 241 & SL 241	Microbiology for the Health Sciences and Microbiology Lab	4
Total Hours		**92**

Occupational Therapy

The School of Occupational Therapy at Husson University is an entry-level Master's (MS) program and offers multiple entry options for students wanting to become an occupational therapist. Students entering directly from high school apply to the five year BS/MS program while those who already have an undergraduate degree apply to the three year MS-only.

Entry-level BS/MS students apply to enroll in the BS Healthcare Administration and Public Health – Occupational Therapy track. The first two years of coursework for this track emphasize foundational general education courses and Healthcare Administration and Public Health content. The third year begins the professional phase of formal Occupational Therapy coursework. Students meeting the progression criteria described below during the first two years are not required to

submit an additional application before seamlessly progressing to the professional, Occupational Therapy, phase of study. The BS/MS program awards a BS in Healthcare Administration and Public Health 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 in another major at Husson University can apply to transfer into the program within the first two years of general undergraduate study. Undergraduate students from another institution may also apply to transfer into Husson University during the pre-professional phase. All undergraduate 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 Healthcare Administration and Public Health. All undergraduate transfer students, from Husson University and from other schools, must also fulfill the shadowing recommendation described for first year applicants prior to being admitted to the Occupational Therapy track. Finally, undergraduate transfer students are also required to complete an essay provided by the School of Occupational Therapy. Applicants may be admitted to the Healthcare Administration and Public Health major prior to completing these requirements and then apply to transfer into the Occupational Therapy track once these requirements are completed. The number of seats available for transfer students varies from year to year and is competitive. Please be aware that meeting minimum requirements for application does not guarantee transfer acceptance.

Applicants who have completed a 4-year undergraduate degree in another major from Husson University or from another institution who would like an entry-level degree in occupational therapy are eligible to 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

The following statement is from the website (Policies & Procedures – ACOTE (acoteonline.org) for the Accreditation Council for Occupational Therapy Education (ACOTE®).

The Accreditation Council for Occupational Therapy Education (ACOTE®) is an Associated Advisory Council of the Executive Board of the American Occupational Therapy Association (AOTA®). ACOTE® is recognized as the accrediting agency for occupational therapy education by both the United States Department of Education (USDE) and the Council for Higher Education Accreditation (CHEA). ACOTE is also an active member of the Association of Specialized and Professional Accreditors (ASPA). ACOTE currently accredits all occupational therapy and occupational therapy assistant educational programs in the United States and its territories.

The School of Occupational Therapy at Husson University was initially accredited in 2003 and has been continuously accredited by ACOTE since then. The next accreditation review will occur in the academic year 2025/2026.

Additional information about AOTA can be obtained on the AOTA webpage (http://www.aota.org/). AOTA and ACOTE can be contacted at 6116 Executive Boulevard, Suite 200, North Bethesda Maryland 20852-4929. ACOTE's telephone number c/o AOTA's is (301) 652-6611. The web address for ACOTE is: https://www.acoteonline.org. For more information about accreditation please see: https://www.acoteonline.org.

Certification and Licensure

Once students graduate with the MS in Occupational Therapy, they are eligible to take the National Board for Certification in Occupational Therapy (NBCOT) examination. Their address is: One Bank Street, Suite 300, Gaithersburg, MD 20878 and their phone # is: (301) 990-7979. After successful completion of this exam, you will be an Occupational Therapist Registered (OTR). **All** 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 Administration and Public Health/ MS Occupational Therapy)

For the BS/MS program applicants must meet the following criteria:

- A combined score of 1030 on the New SAT (1600) is required for admission. For applicants that took the Old SAT (2400), a combined score of 1400 (Math, Verbal, and Writing) is required. An ACT Composite score of 20 is also accepted for admission into the OT program.
- A high school average of 85 (3.0) GPA
- One letter of recommendation
- Successful completion of courses in math and biology; a choice of either chemistry or physics; psychology and anatomy and physiology are recommended but not required
- A written essay, and
- A minimum of 20 hours as a volunteer or "shadowing" a clinician in at least two areas of Occupational Therapy is recommended.

Volunteering or shadowing can be accomplished in a number of ways. Ideally, applicants will actually spend time with an Occupational Therapist to have a better understanding of the rolls and responsibilities of the profession. Alternately, volunteering can be done in a range of settings (medical, educational or recreational) and does not have to be under the supervision of an Occupational Therapist. The goal is to spend time with individuals who require services from the helping professions to better appreciate the experience of working in the field. Please contact the admissions office for additional options to fulfill this recommendation.

All students in the School of Occupational Therapy must possess the essential skills and behaviors required of a professional therapist. Therefore, all occupational therapy students must possess the essential qualifications, referred to as Technical Standards, listed at the end of this

document to meet admission, progression, and graduation requirements. Your application to this program indicates that you have read the Technical Standards and are qualified to meet them.

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 Administration and Public Health/ MS Occupational Therapy)

In order to remain enrolled and progress in the Occupational Therapy 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 Student Success).
- 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 transferring into the professional phase (MS only) must also meet the same criteria of a minimum cumulative GPA of 3.0.

All Occupational Therapy 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.
- Students are expected to be full-time 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 full-time 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 Occupational Therapy program must obtain at least a “C+” (77%) or better in all Occupational Therapy core courses to remain in the Occupational Therapy program. Transfer students must meet the same criteria of receiving at least a “C+” in all Occupational Therapy core courses.
- A maximum of three courses in total may be repeated, excluding A&P labs. Of those a maximum of two professional level courses may be repeated.
- 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.
- Grade deficiencies should be removed during the subsequent semester or during Summer/Winter/May sessions whenever possible. For programmatic purposes, successfully repeating a course does not negate the original grade.
- Students must demonstrate professional behaviors as outlined in the Occupational Therapy Association Code of Ethics and Ethics Standards, 2020. Professional behaviors are considered for progression in the program and students may be dismissed from the program for violating the policy regardless of academic standing.
- Prior to being admitted into the professional phase of the Occupational Therapy program students must demonstrate successful completion of a minimum of two full time semesters at a post-secondary institution. Requests for exemption to this policy will be considered on an individual basis.

Course Repeat Policy

Students must repeat any core course in which they do not achieve a grade of 77% or better the first time they are enrolled in the course. When a course is repeated, a grade of “B” (83%) is required in order to progress. A student who receives less than “B” (83%) the second time they take a core course may be dismissed from the OT program. Any withdrawal grade is considered an enrollment in the course.

Prerequisite Pre-professional Courses

The following courses are prerequisite courses for all students and must be completed before the professional phase. All of the following prerequisite courses must be completed with a grade of “C+“(77%) or better.

PY 111 General Psychology

SC 221 Anatomy –Physiology I

SL 221 Anatomy – Physiology Lab

SC 222 Anatomy – Physiology II

SL 222 Anatomy – Physiology Lab

SY 201 Principles of Sociology (or)

SY 222 Cultural Anthropology

PY 141 Human Growth and Development (Lifespan)

PY 232 Abnormal Psychology

MS 132 Probability & Statistics

SC 224 Research Design OR PY 242 Research Methods

Credit Hours

A) The credit hour translation used by the School of Occupational Therapy Program is consistent with the Carnegie Classification.

One (1) credit hour =

- 1 lecture hour
- 2 lab hours
- 2 seminar hours
- 13 hours of community service with assignments

B) Fieldwork requirements are reflected as:

- There are three Level I Fieldwork experiences consisting of approximately 40 hours of experiential learning in combination with didactic coursework; each Level I Fieldwork is 1 credit hour.
- As dictated by the AOTA accrediting body, ACOTE, Level II Fieldwork requires a minimum of 24 weeks full-time placement for occupational therapy students. Typically, this is accomplished in two, 12 week placements. Each 12 week Level II Fieldwork placement is 6 credit hours for a total minimum of 12 credits hours of Fieldwork Level II. (ACOTE Standard C.1.13)
- Please note, the School of Occupational Therapy only sends students to Level II sites where a licensed occupational therapist is present to provide supervision. In the event of an international placement students are only sent to sites where the occupational therapist is a graduate of a World Federation of Occupational Therapists approved program.

Grading Policies

- The system of evaluating a student's achievement at Husson University in *academic* courses is by letter grade, with grade point values based upon an earned credit unit (see Husson University Catalog Academic Policies section – Grading system).
- Fieldwork I is evaluated using the Maine Occupational Therapy Educators Alliance (MOTEA) - Evaluation form. Students must achieve a C+ or better. The clinical portion of the Fieldwork Level II is graded according to the "AOTA Fieldwork Performance Evaluation of the Occupational Therapy Student" form.

Technical Standards for the School of Occupational Therapy

Introduction

The technical standards listed below are minimal technical requirements for admission to, promotion within, and graduation from this entry-level professional program. The requirements are grouped into emotional, cognitive, social, communication, physical and health/safety requirements.

Occupational therapists work with people to improve their ability to function in a variety of environmental contexts. Occupational therapy education requires not only the acquisition of academic knowledge but also technical skills, professional attitudes and professional behaviors. Before program completion, graduates must acquire a broad base of knowledge and skills required to be safe and competent clinicians. In order to accomplish this goal, students must demonstrate key functions in a relatively independent manner. In addition, in order to participate fully in the program students are required to travel to settings in the community that may have unpredictable environments. Students who do not meet the essential qualifications as defined below with or without reasonable accommodation may not be unable to participate as an occupational therapy student.

Emotional Requirements

The student must have sufficient emotional stability to perform under stress produced by both academic study and the necessity of performing occupational therapy in simulated and real client/patient situations while being observed by faculty, peers, fieldwork educators, and others. Students need to be able to adapt to a physically and emotionally demanding program. Students must exhibit appropriate responses to moderate personal stress levels to achieve success while adhering to the professional standards and requirements of the program.

Cognitive Requirements

The student must exhibit cognitive skills necessary for problem solving, clinical reasoning, and judgment. Students must integrate a variety of material with increasing complexity presented throughout the curriculum including presentations, class discussions, client/patient interviews/evaluations, and readings from textbooks, journals and medical records. Students must be able to identify and respond accurately to factual information as well as subtle non-verbal cues of mood, temperament, and gestures provided by others. Students must be attentive and be able to focus during class and field experiences to fully participate in the learning environment.

Social Requirements

The student must have appropriate social skills for forming and maintaining relationships with a variety of people including faculty, peers, fieldwork educators, clients/patients and their families/significant others. Students must demonstrate the ability to participate as an effective group member. Flexibility and maturity in all interactions is required for this program. Verbal and non-verbal communication and interactions must be respectful, civil and professional in manner, demeanor and tone.

Communication Requirements

Students must be able to communicate in written and oral English with faculty, peers and clients in the classroom, clinical settings and community. Communication skills include oral speech, reading and writing in order to be able to complete written and oral assignments. Students must be able to communicate in English effectively and sensitively with patients.

Physical Requirements

Each student must be willing to submit to screening, examination and therapeutic treatment, by student partners of either gender, to practice therapeutic techniques which may include physical contact. This will always be closely supervised by faculty and in the context of appropriately professional limits.

- **Motor**

Students must have sufficient motor function to obtain information from patients/clients by palpation, auscultation, percussion, and other standardized and non-standardized evaluative procedures. They must be able to execute motor movements reasonably required to provide general occupational therapy, including the strength to perform cardiopulmonary resuscitation, lift and transfer patients, and be able to stand/sit long periods of time. Many procedures require coordination of both gross and fine motor movements, equilibrium, and functional use of the senses. For this reason, students must have manual dexterity including function of

wrists, hands, fingers, and arms in order to have the ability to engage in procedures involving grasping, manipulating, pushing, pulling, holding, extending, and rotation.

- **Speech**

Ability to speak clearly in order to communicate with faculty, peers, fieldwork educators, clients/patients, physicians, and others; need to be understood on the telephone.

- **Vision**

The student must able to observe demonstrations and participate in laboratory aspects of the curriculum. Students must be able to observe patients and obtain relevant, meaningful assessment information from this observation. As such, students must have visual perception, which includes depth and acuity. They must also be able to read documents such as medical records, textbooks, and computer screens.

- **Hearing**

Sufficient to accurately hear on the telephone, discriminate sounds in the environment for safety, communicate with people, listen and assess through the stethoscope to discriminate sounds. It is possible to use compensatory aides and assistive technology such as hearing aids.

- **Touch**

Ability to palpate both superficially and deeply for tasks such as discrimination of tactile sensations and facilitation of body movements.

Health and Safety Requirements

Students must display good self-awareness of personal health practices and hygiene. They must understand the importance of good personal health habits and the prevention of disease/infection. They must display an awareness of personal issues and report any that would potentially interfere with their ability to competently care for others.

Students must complete the requirements listed below by mid-term of the first semester of the professional phase of the occupational therapy curriculum. All of these requirements must be kept up-to-date throughout the professional phase of the program and throughout Level II Fieldwork. The list below is a minimal list; more detailed and specific information will be provided to you as you approach the professional phase of your education to assure compliance with these requirements.

A. Immunizations:

a. Measles, Mumps and Rubella (MMR)

b. Polio series

c. A two step-Tuberculin series (only the initial year requires a two step procedure and subsequent years require one step) or Tspot blood draw test to document immunity.

d. Tetanus, diphtheria and pertussis (Tdap) booster (every 10 years),

e. Varicella titer (determined through a blood draw as having had chicken pox is not sufficient to avoid getting it again, a titer assures a level of protection)

f. Hepatitis B series – must be started by September of the first semester of the professional phase (they are administered over a span of several months)

g. Annual Influenza vaccination or signed declination form; most clinical sites require proof of vaccination.

h. COVID-19 vaccine and booster or exemption approved through Husson University.

B. Current CPR Certification for children and adults; (American Red Cross or American Heart Association approved) It must be the certification for healthcare providers.

C. Personal health insurance (Husson University or private)

D. Fingerprinting with CHRC approval through the Maine State Department of Education.

E. Criminal Background check to be provided by an approved source to be identified by the School of Occupational Therapy; we are currently using Castle Branch.

F. E-Learning (HIPAA, OSHA) Modules on Castle Branch.

G. SOT Covid-19 Acknowledgement Form and training videos.

It is the policy of Husson University, School of Occupational Therapy to provide reasonable accommodation to qualified students with a disability so they can meet these essential requirements in accordance with the Rehabilitation Act of 1973 and the Americans with Disability Act of 1990. Whether or not a requested accommodation is reasonable will be determined on an individual basis.

M.S. in Occupational Therapy/B.S. in Healthcare Administration and Public Health

General Education Courses		
EH 105	College Writing	3
HE 111	The Husson Experience ***	1
MS 132	Probability and Statistics *	3
OT 472	Seminar: Research & Evidence-based Practice III *	3
PY 111	General Psychology *	3
PY 141	Human Growth and Development *	3
SC 101	Introduction to Nutrition	3
SY 201	Principles of Sociology *	3
or SY 222	Cultural Anthropology	
Fine Arts Elective (Literature Elective or the Fine Arts Elective must also qualify as a Bridge Elective)		3
Foreign Culture & Conversation Elective		3
Historical Elective		3
Literature Elective (Literature Elective or the Fine Arts Elective must also qualify as a Bridge Elective)		3
Math I Elective		4
Perspectives Elective		3
Philosophical Elective		3
Healthcare Administration and Public Health 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
PY 232	Abnormal Psychology *	3
SC 191	General Biology I	3
SC 221 & SL 221	Anatomy and Physiology I and Anat/Physiology Lab I *	4
SC 222 & SL 222	Anatomy and Physiology II and Anatomy/Physiology Lab II *	4
SC 224	Research Design *	3
or PY 242	Research Methods	
Occupational Therapy Courses		
OT 300	Principles of Human Movement & Occupational Performance *	3
OT 320	Occupational Analysis *	2
OT 321	Theory & Assessment I *	3
OT 322	Professional Foundations of Occupational Therapy *	3
OT 323	Theory & Assessment II *	4
OT 330	Functional Anatomy *	4
OT 331	Neuroscience *	4
OT 333	Clinical Integration: Neurological Conditions *	1
OT 361	Professional Integration A: Advocacy and Social Context *	1
OT 380	Integrative Health I: Wellness *	2
OT 413	Children & Youth I *	4
OT 414	Children & Youth II *	4
OT 440	Mental Health I *	4
OT 441	Mental Health II *	3
OT 449	Rehabilitation & Participation I *	4
OT 450	Rehabilitation and Participation II *	4
OT 452	Context and Environment *	3
OT 460	Professional Integration B: Communication, Education and Leadership *	1
OT 461	Professional Integration C: Professional Responsibilities and Leadership *	1
OT 470	Research & Evidence-based Practice I *	3
OT 471	Research & Evidence-based Practice II *	3
OT 559	Occupational Therapy Professional Leadership and Business *	1
OT 561	Level Two Fieldwork IIA (12 weeks) *	6
OT 562	Level Two Fieldwork IIB (12 weeks) *	6
OT 563	Clinical Integration: Research and Evidence-based Practice *	1
OT 580	Integrative Health II: Spirituality *	2
OT 581	Upper Extremity: Research and Evidence-Based Practice *	3
OT 582	Neurorehabilitation: Research & Evidence-Based Practice *	3
OT 583	Work & Industry: Research and Evidence-Based Practice *	3
Graduate Elective		3
Total Hours		**165**

Suggested Course Sequence

First Year

Fall	Hours	Spring	Hours
HE 111***	1	EH 105	3
HS 101	3	MS 132*	3
PY 111*	3	PY 141*	3
SC 191	3	SC 101	3
SY 201 or 222*	3	SC 221 & SL 221*	4
Math I Elective	4	Fine Arts Elective or Foreign Culture & Conv Elective	3
	17		**19**

Second Year

Fall	Hours	Spring	Hours
SC 222 & SL 222*	4	HS 121	3
SC 224 or PY 242*	3	HS 311	3
Literature Elective	3	PY 232*	3
Perspectives Elective	3	Historical Elective	3
Philosophical Elective	3	Fine Arts Elective or Foreign Culture and Conversation Elective	3
	16		**15**

Third Year

Fall	Hours	Spring	Hours	Summer	Hours
OT 300*	3	HS 301	3	HS 411	3
OT 320*	2	OT 323*	4	OT 470*	3
OT 321*	3	OT 331*	4		
OT 322*	3	OT 333*	1		
OT 330*	4	OT 361*	1		
		OT 380*	2		
	15		**15**		**6**

Fourth Year

Fall	Hours	Spring	Hours	Summer	Hours
OT 413*	4	OT 414*	4	OT 559*	1
OT 440*	4	OT 441*	3	OT 561*	6
OT 449*	4	OT 450*	4		
OT 460*	1	OT 452*	3		
OT 471*	3	OT 461*	1		
		OT 472*	3		
	16		**18**		**7**

Fifth Year

Fall	Hours	Spring	Hours
OT 563*	1	OT 562*	6
OT 580*	2		
OT 581*	3		
OT 582*	3		
OT 583*	3		
Graduate Elective*	3		
	15		**6**

Total Hours: 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.

Pharmacy

Vision Statement

To provide premier pharmacy education where experiential learning is championed and interprofessional collaboration is fostered.

Mission Statement

Husson University School of Pharmacy educates and mentors current and future pharmacists in collaborative and supportive environments that promote student success and patient-centered care.

Accreditation

The Husson University School of Pharmacy program is accredited by the Accreditation Council for Pharmacy Education, 135 South LaSalle Street, Suite 4100, Chicago IL, 60603; 312/644-3575; FAX 312/664-4652, web site www.acpe-accredit.org.

Admissions Policies

(Please visit the HUSOP website for the most up to date policies).

Completion of the following prerequisite courses (64 credits):

- 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 (4 credits)
- Statistics and Probability: 1 semester (3 credits)
- College Writing: 1 semester (3 credits)
- Literature Elective: 1 semester (3 credits)
- Psychology or Sociology Elective: 1 semester (3 credits)
- Philosophical Elective: 1 semester (3 credits)
- Fine Arts Elective: 1 semester (3 credits)
- Foreign Culture & Conversation Elective: 1 semester (3 credits)
- Historical Elective: 1 semester (3 credits)
- Bridge Elective: 1 semester (3 credit)
- Husson Experience: 1 semester (1 credit)

In addition:

- Submission of a PharmCAS application (Husson code = 159)
- Submission of all college transcripts
- Personal interview

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 I & II with Labs, Anatomy and Physiology I & II with Labs, 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 Admission

Husson students who are offered guaranteed admission must earn a 3.3 math & science GPA or greater 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. The minimum Math/Science GPA to apply is 2.75 on a 4.0 scale.

PCAT

PCATs are optional for the fall 2023 application cycle. If you have taken the PCAT, you are encouraged to submit your scores. Scores have a three year age limit unless a new test version has been introduced.

Repeat Penalty

Applicants will be penalized for repeating 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-Professional Phase

The minimum requirements to fulfill the course prerequisites in the pre-professional phase of the Doctor of Pharmacy program at the Husson University School of Pharmacy are listed below. Note: Chemistry, Biology and Math courses taken more than five (5) years ago are not routinely accepted for meeting requirements and will be evaluated on a case-by-case basis.

General Chemistry with Labs		8
Organic Chemistry with Labs		8
General Biology with Labs		8
Human Anatomy and Physiology with Labs		8
Calculus		4
Statistics		3
College Writing		3
Literature Electve		3
Psychology or Sociology Elective		3
Philosophical Elective		3
Fine Arts Elective		3
Foreign Language & Conversation Elective		3
Historical Elective		3
Bridge Elective		3
HE 111	The Husson Experience	1
Husson Pre-Professional Phase Courses		
EH 123	Rhetoric and Composition I (EH 105 College Writing)	3
EH 124	Rhetoric and Composition II (Delete)	3
EH 200	Approaches to Literature (EH xxx Literature Elective)	3
MS 132	Probability and Statistics	3
MS 181	Calculus with Applications (MS 181/182 Calculus I or Calculus II)	4
PH 110	Introduction to Ethics (PH xxx Philosophical Elective)	3
PY 111	General Psychology (PY/SY xxx Pscyhological or Sociological Elective)	3
SC 181	Chemistry I	3
SL 181	Chemistry Lab I	1
SC 182	Chemistry II	3
SL 182	Chemistry Lab II	1
SC 191	General Biology I	3
SL 191	General Biology Lab I	1
SC 192	General Biology II	3
SL 192	General Biology Lab II	1
SC 221	Anatomy and Physiology I	3
SL 221	Anat/Physiology Lab I	1
SC 222	Anatomy and Physiology II	3
SL 222	Anatomy/Physiology Lab II	1
SC 287	Organic Chemistry I	3
SL 287	Organic Chemistry I Laboratory	1
SC 288	Organic Chemistry II	3
SL 288	Organic Chemistry II Laboratory	1
Fine Arts Elective		3
Foreign Culture & Conversation Elective		3
Historical Elective		3
Bridge Elective		3
HE 111	The Husson Experience	1

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.

Transfer Credit

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

HUSOP Academic Progressions and Dismissal Policy

Course Repetition, Progression, and Academic Probation

Academic Probation:

- A student who must retake one or more professional phase courses will be placed on academic probation.
- Students who are on academic probation must meet with the Assistant or Associate Dean of Student Affairs 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 meet the following progressions criteria in order to proceed to the next academic year. Successfully complete all courses for the professional program with a C or higher; Successfully complete the required core courses and practice experiences with a minimum annual GPA of 2.00.
- 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.

Academic Dismissal

A student shall be academically dismissed from the School of Pharmacy whenever one or more of the following conditions are met:

- More than 2 course grades of C- or lower in the professional program;
- Failure to graduate within 6 years from matriculation date into the professional program.

Dismissal Appeal:

Students who are dismissed from the School of Pharmacy for academic reasons may appeal in writing to the Dean of the School of Pharmacy as per the instructions in the letter of dismissal.

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 2.0;

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.

Programmatic Outcomes

Students will demonstrate proficient skills and knowledge in the areas of Interprofessional practice, and the Practice of Care.

Students will demonstrate proficient skills and knowledge in Biomedical Sciences

Students will demonstrate proficient skills and knowledge in Pharmaceutical Sciences

Students will demonstrate proficient skills and knowledge in Social/ Behavioral /Administrative sciences.

Students will demonstrate proficient skills and knowledge in Clinical Sciences.

Doctor of Pharmacy/B.S. Health Sciences

General Education Courses		
EH 105	College Writing	3
HE 111	The Husson Experience ***	1
MS 132	Probability and Statistics	3
MS 181	Calculus with Applications	4
or MS 182	Calculus II	
RX 311	Medical Physiology and Pathophysiology I	4
RX 453	Social & Behavioral Pharmacy	2
RX 458	Pharmacoeconomics	3
SC 181 & SL 181	Chemistry I and Chemistry Lab I	4
Bridge Elective		3
Fine Arts Elective		3
Foreign Culture and Conversation Elective		3
Literature Elective		3
Historical Elective		3
Philosophical Elective		3
Psychological/Sociological Elective		3
Major Courses		
SC 182 & SL 182	Chemistry II and Chemistry Lab II	4
SC 191 & SL 191	General Biology I and General Biology Lab I	4
SC 192 & SL 192	General Biology II and General Biology Lab II	4
SC 221 & SL 221	Anatomy and Physiology I and Anat/Physiology Lab I	4
SC 222 & SL 222	Anatomy and Physiology II and Anatomy/Physiology Lab II	4
SC 287 & SL 287	Organic Chemistry I and Organic Chemistry I Laboratory	4

SC 288 & SL 288	Organic Chemistry II and Organic Chemistry II Laboratory	4
RX 303	Introduction to Pharmacy	1
RX 310	Drug Information and Clinical Research Design I	2
RX 312	Medical Physiology and Pathophysiology II	4
RX 321	Pharmaceutics I: Drug Characteristics and Calculations	3
RX 322	Pharmaceutics II: Drug Delivery Systems with Lab	4
RX 342	Medical Microbiology	3
RX 350	IPPE I (Introductory Pharmacy Practice Experience I - Community)	4
RX 351	Practice Skills Lab I	1
RX 352	Communications and Ethics	1
RX 357	Introduction to Therapeutics: Self Care/OTC	3
RX 361	Medical Biochemistry	3
RX 362	Practice Skills Lab II	1
RX 371	Clinical Chemistry & Calculations	1
RX 372	Applied Medical Physiology and Pathophysiology II (MPP II) for Pharmacists	2
RX 411	Drug Information & Clinical Research Design II	2
RX 421	Pharmacology and Medicinal Chemistry I	3
RX 422	Pharmacology and Medicinal Chemistry II	3
RX 433	Principles of Pharmacokinetics	3
RX 434	Practice Skills Lab III	1
RX 450	Introductory Pharmacy Practice Exp – Institutional	3
RX 456	Individualized Pharmacokinetic Dosing	2
RX 464	Practice Skills Lab IV	1
RX 474	Pharmacotherapeutics I	3
RX 475	Pharmacotherapeutics II	3
RX 491	Applied Pharmacology & Pharmacotherapeutics I	2
RX 492	Applied Pharmacology and Pharmacotherapeutics II	2
RX 503	Ambulatory Care and Institutional Introductory Pharmacy Practice Experience (IPPE P3)	1
RX 504	Clinical Pharmacy Capstone	1
RX 505	Practice Skills Lab V	1
RX 523	Pharmacology and Medicinal Chemistry III	3
RX 524	Pharmacology and Medicinal Chemistry IV	3
RX 534	Practice Skills Lab VI	1
RX 542	Clinical Calculations Capstone	2
RX 551	Drug Information & Clinical Research Design III	2
RX 552	Pharmacy Law	3
RX 564	Clinical Drug Interactions	2
RX 571	Pharmacy Practice Management	3
RX 576	Pharmacotherapeutics III	4
RX 577	Pharmacotherapeutics IV	4
RX 591	Applied Pharmacology & Pharmacotherapeutics III	2
RX 592	Applied Pharmacology and Pharmacotherapeutics IV	2
RX 648	Transitions into the Profession I	1
RX 649	Transitions into the Profession II	1
RX 650	Transition into the Profession III	2
RX 660	Block 1 Advanced Pharmacy Practice Experience	5.5
RX 665	Block 2 Advanced Pharmacy Practice Experience	5.5
RX 670	Block 3 Advanced Pharmacy Practice Experience	5.5
RX 675	Block 4 Advanced Pharmacy Practice Experience	5.5
RX 680	Block 5 Advanced Pharmacy Practice Experience	5.5
RX 685	Block 6 Advanced Pharmacy Practice Experience	5.5
RX 690	Block 7 Advanced Pharmacy Practice Experience	5.5
RX Electives		4
Total Hours		**214.5**

First Year

Fall	Hours	Spring	Hours
EH 105	3	MS 181 or 182	4
HE 111***	1	SC 182 & SL 182	4
SC 181 & SL 181	4	SC 192 & SL 192	4
SC 191 & SL 191	4	Fine Arts Elective	3
Psychological/ Sociological Elective	3		
	15		**15**

Second Year

Fall	Hours	Spring	Hours
SC 221 & SL 221	4	MS 132	3
SC 287 & SL 287	4	SC 222 & SL 222	4
Foreign Culture and Conversation Elective	3	SC 288 & SL 288	4
Literature Elective	3	Bridge Elective	3
Philosophical Elective	3	Historical Elective	3
	17		**17**

Third Year

Fall	Hours	Spring	Hours	Summer	Hours
RX 303	1	RX 312	4	RX 350	4
RX 310	2	RX 322	4		
RX 311	4	RX 342	3		
RX 321	3	RX 357	3		
RX 351	1	RX 362	1		
RX 352	1	RX 372	2		

RX 361	3				
RX 371	1				
	16		**17**		**4**

Fourth Year

Fall	Hours	Spring	Hours	Summer	Hours
RX 411	2	RX 422	3	RX 450	3
RX 421	3	RX 453	2		
RX 433	3	RX 456	2		
RX 434	1	RX 458	3		
RX 474	3	RX 464	1		
RX 491	2	RX 475	3		
RX Elective I	2	RX 492	2		
	16		**16**		**3**

Fifth Year

Fall	Hours	Spring	Hours	Summer	Hours
RX 503	1	RX 504	1	RX 648	1
RX 505	1	RX 524	3	RX 660	5.5
RX 523	3	RX 577	4	RX 665	5.5
RX 542	2	RX 534	1		
RX 551	2	RX 552	3		
RX 571	3	RX 564	2		
RX 576	4	RX 592	2		
RX 591	2	RX Elective II	2		
	18		**18**		**12**

Sixth Year

Fall	Hours	Spring	Hours
RX 649	1	RX 650	2
RX 670	5.5	RX 685	5.5
RX 675	5.5	RX 690	5.5
RX 680	5.5		
	17.5		**13**

Total Hours: 214.5

***
May not be required for degree completion.

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 and Exercise Science 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 Exercise Science degree. Transfer students, who have not completed a bachelor's degree, may enter into year one or two 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. 165) or on the Physical Therapy Central Application website (p. 165).

School of Physical Therapy Mission Statement

The mission of Husson University's School of Physical Therapy is to develop physical therapists who are specialists in the art and science of human movement, embody the characteristics of lifelong learners, and strive to be agents of change. Graduates shall be distinguishable by their skills, ethical integrity, cultural competence, collaboration, and leadership. Graduates will use evidence-based practice to optimize human movement and promote health and wellness in a dynamic healthcare environment.

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.

In believing that each member of society has the right to receive quality healthcare, 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 healthcare community.

Technical Standards of Physical Therapy Education

Physical therapy education requires that the accumulation of scientific knowledge be accompanied by the simultaneous acquisition of technical skills, professional attitudes, and professional behaviors. The Doctor of Physical Therapy degree awarded by Husson University, School of Physical Therapy certifies that the graduating individual has acquired a broad base of knowledge and skills requisite for the safe and competent practice of physical therapy. In order to acquire the foundation of knowledge, skills, attitudes, and behaviors needed throughout the

physical therapist's professional career, the student must demonstrate essential abilities in five areas: observation; communication; motor function; conceptual abilities and behavioral/social attributes. The following essential requirements have been adopted by the Husson University School of Physical Therapy as requirements for admission to, promotion within, and graduation from its entry-level professional program. A candidate must be able to perform these essential requirements in a reasonably independent manner. When requested, Husson University will provide reasonable accommodations to otherwise qualified students with disabilities.

Observation

Observation requires the functional use of vision, audition, olfaction, and somatic sensations. The candidate must be able to observe demonstrations and experiments in basic and applied sciences, in physical therapy theory, and in therapeutic practice. The candidate must be able to observe a patient accurately at a distance for posture and functional performance and close at hand for palpation and the inspection of skin, muscles, and joints. The candidate must be able to observe digital and waveform readings, and other graphic images to determine a patient's condition.

Communication

A candidate must be able to provide, receive, and interpret feedback from faculty and clinical supervisors in an appropriate matter. A candidate must be able to elicit information from patients, describe changes in mood, activity, and posture, and perceive and accurately report nonverbal communications. A candidate must be able to communicate effectively and sensitively with patients and their families. The candidate must be able to communicate effectively and efficiently with all members of the health care team in both immediate and recorded modes. Beyond interpersonal exchanges, effective communication includes reading, writing, and computer literacy.

Motor Function

Candidates must have sufficient motor function to elicit information from patients by palpation, auscultation, percussion, manual positioning of body segments and other evaluative procedures. A candidate must be able to physically perform basic screening and examination (physiologic measures such a heart rate and respiration), diagnostic procedures (palpation, manual muscle testing, goniometry, sensory evaluation, gait analysis, balance assessment), and evaluation of EKGs and X-rays. A candidate must be able to execute movements required in the provision of general care, emergency treatment and therapeutic treatment, including cardiopulmonary resuscitation, wound care, positioning and transferring, gait training, and performing manual therapy techniques.

Each student must be willing to submit to screening, examination and therapeutic treatment, allowing student partners, of either gender, to practice therapeutic techniques.

Conceptual - Integrative and Quantitative Abilities

To effectively solve problems required of physical therapist practitioners, the candidate must be able to measure, calculate, reason, analyze, integrate, and synthesize information in a timely fashion. In addition, the candidate must be able to comprehend three-dimensional relationships and to understand the spatial relationships of structures.

Behavioral/Social Attributes

A candidate must possess the psychological ability required for full use of their intellectual abilities, for the exercise of good judgment, for the prompt completion of all responsibilities inherent to diagnosis and care of patients, and for the development of mature, sensitive and effective relationships with patients. Candidates must be able to tolerate physical and mentally taxing workloads and to function effectively under stress. They must be able to adapt to changing environments, display flexibility, and learn to behave appropriately and professionally in the face of uncertainties inherent in the clinical problems of many patients. In summary, a candidate must be able to collect information, analyze and synthesize it, and effectively perform clinical reasoning in the limited time demanded by a given clinical setting, while under stress, and in an environment in which other distractions may be present. Compassion, integrity, tolerance, concern for others, interpersonal skills, interest, motivation and ethical behavior are all personal qualities that are assessed during the admissions and education process.

Reasonable Accommodation

It is the policy of Husson University and the School of Physical Therapy to provide reasonable accommodation to qualified students with disabilities so they can meet these essential requirements. In addition, students may request academic or clinical adjustments based upon creed and religious restrictions, and under Title IX. Whether or not a requested accommodation is reasonable will be determined on an individual basis. Requesting and determining reasonable accommodations under the American with Disabilities Act, its Amendments, and Section 504 of the Rehabilitation Act requires an interactive process, which the candidate must initiate with the Director of Accessibility Services in the Center for Student Success 207-992-1934 or at accessibility@husson.edu.

Program Goals

Through its faculty and curriculum, the program will demonstrate a commitment to develop graduates who

- are lifelong learners, skilled in the art and science of human movement, culturally competent, ethical and legally responsible
- engage in outreach, community and professional service that contributes to the improvement of the profession and society
- evaluate, critique and use current best evidence to inform practice and patient- and family-centered health care decisions
- the program will engage and promote professional development for the local physical therapist community through continuing education, pro bono services and legislative advocacy
- the program will provide the necessary resources, leadership and opportunities to allow each faculty member to develop a scholarly agenda and engage in professional service
- embrace our clinical partners and their contribution to the educatio5] (p. 5) [6] (p. 5) n of future physical therapists
- support the missions of the University and College

Faculty will

- demonstrate service to the community and the profession
- engage in scholarship that advances knowledge
- demonstrate participation in professional development activities to learn student-centered pedagogy that promotes student reflection and clinical reasoning

Graduate Goals

Graduates will demonstrate the ability to;

- provide physical therapy services in a manner that exemplifies contemporary practice, role models ethical and legal principles and the APTA's core values
- advocate for patients, families, and communities to improve health outcomes and increase the overall health and well-being of our society
- engage in outreach, community and professional service that contributes to the improvement of society and the profession
- evaluate, critique and use the current best evidence to inform practice and patient- and family-centered health care decisions
- educate patients/clients, inter-professional colleagues, and the public in a culturally sensitive manner that illustrates the value of physical therapist participation across a variety of contexts
- design a professional development plan that illustrates a commitment to lifelong learning

Undergraduate Admissions Criteria for the Six-Year BS in Exercise Science/DPT Program

Freshman Applicants

Applicants applying for entry to the first year of the program must meet the following criteria:

- Combined SAT scores of 1090 for Math and Verbal sections. 2016 SAT, based on 1600 scale. (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 70 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 Exercise Science/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 Exercise Science/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 Exercise Science/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 3.2 or greater by July
- Maintain an overall core GPA (courses listed below) of 3.1 with a minimum of (C) or better in each of the following pre requisite courses. Only one of these courses may be repeated one time; additional repeats of the core courses listed below will not be allowed.

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	3
SC 272	Physics II	3
SC 291	Cell Biology	3

Students who have a cumulative GPA of 3.0 to 3.199 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:

- Maintain an overall core GPA (courses listed above) of 3.0 with a minimum of (C) or better in each of the following pre requisite courses. Only one of these courses may be repeated one time;

additional repeats of the core courses listed below will not be allowed.

- Attain a cumulative GPA of at least 3.0 by July of the third year.
- 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, School 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.

  - What does success mean to you? How do you feel when you fail at something?
  - Give an example of feedback you received and how did you used that feedback to make changes?

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.

Earn a grade of *Pass* in all practical exams. If a student fails a practical exam, the student will be offered the opportunity to retake that exam only once. The retake exam will be scheduled at least one week following the original exam in order to provide adequate time for independent study. Retakes will not be offered during Husson breaks. When retaking a practical exam, the highest grade a student can earn is 75% for that practical exam. If a student fails a practical exam retake they will receive a zero for the assessment and be dismissed from the program as the second failure indicates a lack of achievement of the standards required to progress to the clinic and in 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 Exercise Science. 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 Doctor of Physical Therapy Program in the School of Physical Therapy at Husson University is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE), 1111 North Fairfax Street, Alexandria, VA 22314; telephone: 703.706.3245; email: accreditation@apta.org; website: http://www.capteonline.org If needing to contact the program/institution directly, please call 207-941-7101 or email huhnk@husson.edu

Accredited by CAPTE - verify status

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 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 three clinical placement periods during the professional phase of the programs shown below:

Year 4—8-week placement generally mid-May to July

Year 6—12-week placement from September to mid-December

Year 6—12-week placement generally January to late March

The program currently has contracts with approximately 200 clinical sites throughout the United States.

Doctor in Physical Therapy/B.S. in Exercise Science

General Education		
EH 105	College Writing	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
or MS 181	Calculus with Applications	
or MS 182	Calculus II	
PH 110	Introduction to Ethics	3
PT 431	Psychosocial Aspects of Physical Therapy (With Perspectives III)	3
PY 111	General Psychology	3
SC 181 & SL 181	Chemistry I and Chemistry Lab I	4

SC 356	Nutrition for Health and Exercise Performance	3
Fine Arts Elective		3
Foreign Culture and Conversation Elective		3
Historical Elective		3
Literature Elective		3
Perspectives Electives (3 credits must also qualify as Bridge Elective)		6
Major Requirements		
SC 106	Introduction to Exercise Science	3
SC 182 & SL 182	Chemistry II and Chemistry Lab II	4
SC 191 & SL 191	General Biology I and General Biology Lab I	4
SC 221 & SL 221	Anatomy and Physiology I and Anat/Physiology Lab I	4
SC 222 & SL 222	Anatomy and Physiology II and Anatomy/Physiology Lab II	4
SC 224	Research Design	3
SC 271 & SL 271	Physics I and Physics Lab I	4
SC 272 & SL 272	Physics II and Physics Lab II	4
SC 291	Cell Biology	3
SC 330	Exercise Physiology	3
SC 340	Anatomical Basis of Kinesiology	3
SC 353	Principles of Strength and Cardiovascular Conditioning	3
SC 360	Biomechanics & Kinesiology in Human Performance	3
SC 401	Exercise Testing and Interpretation	3
SC 402	Exercise Training for Health and Performance	3
SC 403	Prevention and Management of Chronic Disease	3
Physical Therapy Courses		
PT 400	Clinical Edu I	4
PT 409	Evidence Based Practice	1
PT 410	Gross Anatomy	4
PT 411	Kinesiology & Biomechanics	3
PT 412	Motor Control & Learning	3
PT 413	Therapeutic Skills	4
PT 414	Biophysical Agents	3
PT 419	Development Across the Lifespan	3
PT 421	Introduction to Clinical Reasoning	1
PT 450	Neurophysiology	3
PT 500	Clinical Edu II	6
PT 506	Musculoskeletal I	4
PT 507	Musculoskeletal II	4
PT 508	Musculoskeletal III	4
PT 509	Evidence Based Practice II	2
PT 510	Neuromuscular I	4
PT 511	Professional Development I: Research	2
or PT 512	Professional Development I: Teaching and Learning	
or PT 513	Professional Development I: Practice Management	
or PT 514	Professional Development I: International Experiential Learning	
PT 522	Professional Development II: Research	2
or PT 523	Professional Development II: Practice Management	
or PT 524	Professional Development II: Teaching and Learning	
or PT 527	Professional Development II- International Experiential Learning	
PT 526	Advanced Therapeutic Exercise	3
PT 528	Ethical/Legal/Management Issues in Physical Therapy	2
PT 560	Cardiovascular and Pulmonary Physical Therapy	3
PT 561	Pathophysiology	3
PT 562	Cardiovascular and Pulmonary Physical Therapy II	2
PT 599	Advanced Physical Therapy Elective	3
PT 600	Clinical Edu III	6
PT 605	Advanced Anatomy	1
PT 608	PT Management of Children with Neurologic Dysfunction	3
PT 609	Management of the Integumentary System	2
PT 610	Neuromuscular II	3
PT 611	Professional Development III: Research	2
or PT 612	Professional Development III: Practice Management	
or PT 613	Professional Development III: Teaching and Learning	
or PT 614	Professional Development III- International Experiential Learning	
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 661	Exercise for Special Populations	3
PT 664	Geriatrics	3
Total Hours		**211**

Suggested Course Sequence

First Year

Fall	Hours	Spring	Hours
EH 105 (OR MS 180, MS 181, MS 182)	3	MS 132	3
HE 111***	1	MS 180 (MS 181, MS 182, EH 105)	4
SC 106	3	SC 182 & SL 182	4
SC 181 & SL 181	4	SC 291	3

SC 191 & SL 191	4	Perspectives Elective	3
	15		**17**

Second Year

Fall	Hours	Spring	Hours
PH 110	3	SC 222 & SL 222	4
PY 111	3	SC 224	3
SC 221 & SL 221	4	Foreign Culture and Conversation Elective	3
Fine Arts Elective	3	Literature Elective	3
Historical Elective	3	Perspectives Electives (Must also qualify as Bridge Elective)	3
	16		**16**

Third Year

Fall	Hours	Spring	Hours	Summer	Hours
EH 360	3	SC 272 & SL 272	4	PT 409	1
SC 271 & SL 271	4	SC 330	3	PT 410	4
SC 340	3	SC 353	3	PT 421	1
SC 356	3	SC 360	3		
SC 401	3	SC 402	3		
		SC 403	3		
	16		**19**		**6**

Fourth Year

Fall	Hours	Spring	Hours	Summer	Hours
PT 411	3	PT 412	3	PT 400	4
PT 413	4	PT 419	3	PT 640	1
PT 414	3	PT 450	3	PT 642	1
PT 431 (With Perspectives III)	3	PT 506	4		
PT 509	2	PT 528	2		
PT 561	3	PT 618	3		
	18		**18**		**6**

Fifth Year

Fall	Hours	Spring	Hours	Summer	Hours
PT 507	4	PT 508	4	PT 625	2
PT 510	4	PT 522, 523, 524, or 527	2	PT 661	3
PT 511, 512, 513, or 514	2	PT 526	3	PT 664	3
PT 560	3	PT 562	2		
PT 608	3	PT 610	3		
PT 609	2	PT 630	2		
	18		**16**		**8**

Sixth Year

Fall	Hours	Spring	Hours
PT 500	6	PT 599	3
PT 600	6	PT 605	1
		PT 611, 612, or 613	2
		PT 620	2
		PT 650	2
	12		**10**

Total Hours: 211

*** May not be required for degree completion.

Graduate Programs in the College of Health & Pharmacy

The Health Programs

School of Nursing

- M.S. Nursing (MSN)
  - Adult Gerontology Acute Care Nurse Practitioner
  - Family Nurse Practitioner
  - Psychiatric Mental Health Nurse Practitioner
- Post Masters APRN Certificate Program
  - Adult Gerontology Acute Care Nurse Practitioner
  - Family Nurse Practitioner
  - Psychiatric Mental Health Nurse Practitioner

School of Occupational Therapy

- M.S. Occupational Therapy

School of Pharmacy

- Doctor of Pharmacy

School of Physical Therapy

- Doctor in Physical Therapy

Graduate Programs in Nursing

Admission

Application for admission should be made to:

Graduate Admissions Office
Husson University
1 College Circle
Bangor, ME 04401

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 produces leaders in nursing and healthcare who provide thoughtful innovation in healing, teaching, and discovery. The mission is accomplished through curricula grounded in experiential learning, evidence-based standards, and collaborative strategies to build effective interprofessional teams to ensure quality healthcare delivery for diverse populations.

Husson University School of Nursing identifies healing as an important dimension of the nursing role while recognizing that healing is not limited to nursing's domain. Husson University School of Nursing faculty encourage students to engage in healing techniques that support the nurse-patient therapeutic relationship in all aspects of care. Students are mentored in self-care and developing a life of balance via self-reflection, awareness of spirituality and multicultural sensitivity, and the roles these concepts play in health.

Faculty believe that teaching is a core element of professional practice. To be effective teachers, students need to understand the teaching-learning process including such things as developmental stage, culture, patient preferences, and health literacy when educating patients or peers. According to Natale and Klevay (2013) being present in the moment, appreciating the perspectives of others, self-reflection, listening attentively, honoring wisdom, and unconditional acceptance are the underpinnings of meaningful discourse and students must master these skills for significant teaching-learning to occur. Clinical experiences are structured to provide opportunities for students to practice these skills and build confidence.

Discovery is the basis of student-centered learning, a process that embraces collaboration between faculty and students. Faculty strive to utilize thoughtful, evidence-based teaching strategies that encourage an environment of discovery in didactic and clinical settings. Students are encouraged to become lifelong learners by creating an atmosphere of scholarly inquiry and discovery during their educational experience that will continue throughout their professional careers. By promoting scholarly inquiry and discovery, Husson University School of Nursing graduates are prepared to use a scientific framework for the design of safe, high-quality, patient-centered care.

Husson University School of Nursing achieves this professional 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, reflective thought and expert clinical judgment. This type of intellectual development can best be attained in an innovative and transformative teaching-learning environment which contributes knowledge, skills, and attitudes as well as scholarship. The faculty and students comprise a community of learners with the teacher as the facilitator and the students responsible for their own learning.

Programmatic Outcomes

Students will demonstrate proficiency in:

- Organizational and systems leadership.
- Quality improvement and safety.
- Translating and integrating scholarship into practice.
- Informatics and healthcare technologies.
- Health policy and advocacy.
- Interprofessional collaboration for improving patient and population health outcomes.
- Clinical prevention and population health for improving health.
- Master's-level nursing practice.

The successful Master of Science in Nursing applicant will have previously received a B.S.N / M.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 1-2 years of 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
- Letter(s) of recommendation
- Active and unencumbered licensure and nursing practice

A complete Master of Science in Nursing application includes:

- The Graduate Application
- Official transcripts of all previous college work

- At least one letter of recommendation from a current supervisor.
- Proof of RN licensure

Basic immunization records are required at admission (i.e. MMR, tetanus). Before starting clinical courses, a background check and further immunization requirements must be completed and uploaded. Instructions for this process will be provided by 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 6 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 a Request for Change of Major-Graduate Form to the Registrar after advising with the MSN track lead course faculty. 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" (3.0) grade point average (GPA) in order to progress in their graduate program.

The Graduate course lead faculty will review students for the following reasons and make recommendations to the Director about dismissal or concerning the conditions under which they may continue in the program.

- If a student's overall GPA falls below a 3.0
- If a student receives a grade lower than a "B-" in a graduate clinical/internship course or corresponding didactic course
- If a student receives more than two grades lower than a "C" in a graduate course that is not a clinical/internship or corresponding didactic course

Students in the MSN program may retake a graduate clinical/internship course or corresponding didactic course to attempt a grade of "B-" or better only once. If they earn a second grade below a "B-" in the repeated course, or any other clinical/internship course or corresponding didactic course, they will be dismissed from the program.

No more than six credits of non-clinical/non-internship 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 their program of study will not graduate.

All other academic and financial policies of the Graduate Nursing programs are consistent with those identified in the Husson University Catalog and School of Nursing Graduate MSN Student Handbook.

Clinical and corresponding didactic courses in the Family Nurse Practitioner Track:

NU 802	Family Health I -- Adult-Gero Health	3
NL 802C	Clinical: Family Health I	3
NU 815	Family Health II – Family Centered Care of Women, Infants & Children	3
NL 815C	Clinical: Family Health II	3
NU 806	Family Health III -- Integrating Primary Care	3
NL 806C	Clinical: Family Health III	3

Clinical and corresponding didactic courses in the Psychiatric Mental Health Nurse Practitioner Track:

NU 801	Family Psychiatric Nursing I - Adv Mental Health Assessment Across the Lifespan	3
NL 801	Clinical: Psychiatric Nursing I	3
NU 810	Family Psychiatric Nursing II -Across the Lifespan	3
NL 810	Clinical:Psychiatric Nursing II	3
NU 812	Family Psychiatric Nursing III -- Psychiatric Nursing with Groups	3
NL 812	Clinical: Psychiatric Nursing III	3

Essential Functions within the School of Nursing

The essential functions listed below are minimum qualifications for admission to, promotion within, and graduation from this program.

Purpose: The Master's (MSN) and Post-Master's certificate program provided by Husson University School of Nursing focuses on providing education to ensure that students provide safe and competent practice as an advanced practice nurse. In practicing in the role of an advanced practice nurse, the student is engaged in laboratory and/or clinical experiences which require specific social, cognitive, and physical functions in order to be safe and effective. The Essential Functions serve as guidelines for both students, faculty, and staff in the School of Nursing in determining the ability of students to perform skills and maintain professional attitudes and behaviors within the program in the provision of safe and competent practice. The Essential Functions are also used by the School of Nursing to help guide students who may need accommodations for academic learning in collaboration with Husson University Accessibility Services.

Rationale: In addition to specific clinical site requirements, the following essential functions have been adopted by the Husson University School of Nursing programs to ensure that students are able to fulfill the

didactic, clinical, and simulation requirements of the program. These Essential Functions are identified to ensure that students are able to maintain personal safety as well as safety for patients, families, and others.

For purposes of the Essential Functions, the Husson University School of Nursing requires a medical examination that confirms the student's ability to meet the physical requirements of the Essential Functions on an annual basis. The Husson University School of Nursing works collaboratively with the student and Husson University Accessibility Services to ensure access to reasonable accommodations as needed, as identified by the medical examination, and as requested by the student. Students who are not able to meet the essential functions with or without reasonable accommodations may be deemed unqualified to participate in the Nursing program. A change in condition at any time in the program which has the potential to affect the student's meeting of learning outcomes related to skills, attitudes, or behaviors within a nursing course as defined in the Essential Functions may require additional documentation or a request for additional documentation from a medical provider.

References: The Essential Functions are developed based on guidelines, professional organization recommendations, and nursing practice rules found below:

American Association of Colleges of Nursing (AACN) Sample Technical Standard-University of Miami School of Nursing and Health Studies "Technical Standards" http://bulletin.miami.edu/undergraduate-academic-programs/nursing-health-studies/nursing/

American Heart Association "Part 5: Adult Basic Life Support and Cardiopulmonary Resuscitation Quality" Retrieved at https://eccguidelines.heart.org/wp-content/themes/eccstaging/dompdf-master/pdffiles/part-5-adult-basic-life-support-and-cardiopulmonary-resuscitation-quality.pdf

Job Accommodation Network Retrieved at https://askjan.org/info-by-role.cfm#for-employers

Maine State Board of Nursing Rules and Regulations Chapter 4-Disciplinary Action and Violations of the Law Retrieved at https://www.maine.gov/boardofnursing/docs/Chapter%204.pdf

National Alliance for Mentally Ill "Succeeding at Work" Retrieved at https://www.nami.org/Find-Support/Living-with-a-Mental-Health-Condition/Succeeding-at-Work

National Network Information, Guidance and Training on the Americans with Disabilities Act Retrieved at https://adata.org/factsheet/health

U.S. Centers for Disease Control "Safe Patient Handling Training for Schools of Nursing" Retrieved at https://www.cdc.gov/niosh/docs/2009-127/

Emotional Requirements: Student demonstrates:

- Regulation of emotion in all settings.
- Ability to relate to others including but not limited to the performance of patient care activities, clinical emergency situations, and within laboratory and classroom settings.
- Ability to perform daily activities of a graduate nursing student including online course engagement, virtual simulation involvement, and clinical attendance with active participation.

Cognitive Requirements: Student demonstrates:

- Ability to problem solve and develop and use, clinical reasoning, and judgment.
- Ability to read a variety of types of materials with increasing complexity including textbooks, journals, and medical records.
- Ability to identify and respond to nonverbal cues of mood, temperament, and gestures provided by others.
- Ability to maintain focus and concentration for extended (one hour or more) periods of time in all academic learning environments.

Social Requirements: Student demonstrates:

- Ability to form and maintain relationships in a professional setting and academic environment including but not limited to group work, clinical team practice, and professional faculty and staff interactions.
- Ability to be flexible in response to change with behavior and/or thinking

Communication Requirements: Student demonstrates:

- Ability to use verbal and non-verbal professional communication in a respectful and civil manner including tone, affect, and language choice.
- Ability to communicate orally in English to patients, colleagues, and others.
- Ability to communicate in written English in a variety of styles including but not limited to nursing notes, papers, short answer, essays, and journaling.
- Ability to engage with interpreters, patients, professionals, and others in clinical settings to manage effective communication for patient safety.
- Ability to communicate through the use of technology including but not limited to the use of a computer, simulation, electronic medical records, and learning management system.

Physical Requirements:

o Vision: Student demonstrates (with or without reasonable accommodations):

- Ability to assess patient's health status using visual inspection and observation to detect changes in physical appearance, contour, and color. Ability to accurately read labels on medications and calibration and monitoring devices (i.e. syringes, manometers, and other monitoring devices).
- Ability to read written communication/charting and policies.

o Depth perception and fine motor skills: Student demonstrates (with or without assistive devices):

- Ability to recognize objects that have depth, height, and width, including but not limited to wound measurement, skin assessment, newborn assessment.
- Ability to use gross and fine motor skills to perform advanced nursing skills including but not limited to the use of assessment/treatment equipment, procedures.
- Ability to write and/or keyboard/ type accurately and clearly on all required assignments and patient records.

o Hearing: Student demonstrates (with or without hearing assistive device):

- Ability to hear within normal range the spoken word such as but not limited to communication with clinical instructors or with patients and families.
- Ability to use auditory assessment devices (such as stethoscope).
- Ability to hear mechanical alarms or emergency alarms in all settings.

o Walking: Student demonstrates:

- Ability to walk and use stairs while in the clinical area.
- Ability to assist patients using assistive devices and transporting equipment such as but not limited to stretchers, wheelchairs, and walkers or canes.

o Standing: Student demonstrates:

- Ability to stand for prolonged periods of time while in the clinical area.

o Sitting: Student demonstrates:

- Ability to be seated for extended periods of time including but not limited to participating in course work, clinical training, inpatient rooms while collecting assessment data, and in clinical conferences.

o Lifting/Carrying: Student demonstrates:

- Ability to lift up to 35 pounds in lifting, transferring, and moving patients in clinical settings.

o Tactile Sensation: Student demonstrates:

- Ability to conduct patient assessments by using fingers and hands to touch (palpation).
- Ability to assess patients by feeling vibrations, pulses, and skin temperature.

o Pushing/Pulling: Student demonstrates:

- Ability to pull, push, position, and transfer patients including using transfer assistant devices as required.
- Ability to perform cardiopulmonary resuscitation (CPR) chest compressions at the recommended depth determined by the most current guidelines by the American Heart Association.

o Bending/Reaching/Twisting/Turning and Stretching: Student demonstrates:

- Ability to reach, stoop, bend, kneel, crouch, and other motions as required to provide patient care in clinical settings including but not limited to treatments, procedures, and using medical equipment.

Health and Safety Requirements*:* Students must display good self-awareness of personal health practices and hygiene. They must understand the importance of good personal health habits and the prevention of disease/infection control. They must display an awareness of personal issues and report any that would potentially interfere with their ability to completely care for others.

The nursing student may not pose a risk to the health and safety of themselves or others in the school, clinical area, or at any Husson University sanctioned event/activities. The student must always protect self and others from exposure to body fluids, and communicable diseases by using the education and training provided in labs and the clinical areas. The student, in a professional manner, must be able to tolerate unpleasant events, such as those found in accidents, injuries, illness, and death.

Students should refer to the most current Husson University School of Nursing policies in the Handbook and clinical practicum sites (see specific policies for more details).

Students with Disabilities

Husson University and School of Nursing reasonably accommodates those who request accommodations and provide evidence of a disability. Such efforts are in accordance with the Americans with Disabilities Act of 1990 as amended by the ADA Amendments Act of 2008. In order to request disability-related services at Husson, students must self-identify to the Disability Services office within the Center for Student Success, and they must provide appropriate and up-to-date documentation to verify their disability or special needs. Notice to other departments, faculty or staff, does not constitute self-identification to the University.

After the accommodations have been approved, the student must notify the instructor by providing the accommodation plan/letter. Depending upon the nature of the request, the instructor may then coordinate with the Center for Student Success to fulfill the plan. If you have any questions regarding reasonable accommodations or need to request disability-related services, please contact the Center for Student Success, located in Peabody Hall room 208, or call 207.992.1934, or email studentsuccess@husson.edu

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 an Inter-library Loan. Students have access to other online resources as well as their local library in their geographical area.

Computer Facilities: The University has microcomputer labs with PCs and Internet access, as well as, information technology representatives and services to provide online instructional and operational assistance to users and potential users of microcomputers in business, professional, health, and educational settings.

Health Assessment Lab: The University offers graduate nursing students an opportunity to practice advanced health assessment skills in a realistic clinical setting by appointment. Exam areas and equipment are set up to simulate an ambulatory clinic setting for student use to support informal practice sessions.

M.S. in Nursing

There are presently three tracks in the Graduate Nursing Program offering an M.S. in Nursing:

- **Adult Gerontology Acute Care Nurse Practitioner (AG ACNP)**
- **Family Nurse Practitioner (FNP)**
- **Psychiatric-Mental Health Nurse Practitioner (PMHNP)**

The Adult-Gerontology Acute Care Nurse Practitioner Track is comprised of a 48-credit program of study with 540 practicum hours and prepares students for a career in adult acute care settings. Students who successfully complete this program are eligible to sit for the national board examination for certification as an Adult-Gerontology Acute Care Nurse Practitioner (AG ACNP).

The Family Nurse Practitioner Track is comprised of a 48-credit program of study with 540 practicum hours and prepares students for a career in primary care settings. Students who successfully complete this program are eligible to sit for the national board examination for certification as a Family Nurse Practitioner (FNP).

The Psychiatric-Mental Health Nurse Practitioner Track is comprised of a 51 credit program of study with 540 practicum hours and prepares students for a variety of roles in both primary care and behavioral health settings. Students who successfully complete this program are eligible to sit for the national board examination for certification as a Psychiatric-Mental Health Nurse Practitioner (PMHNP) across the lifespan.

M.S. Nursing - Adult Gerontology Acute Care 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 AACN Adult-Gerontology Acute Care Nurse Practitioner Certification Exam.

The AG ACNP Track is delivered on-line with virtual clinical orientation. Courses utilize synchronous and asynchronous learning formats.

NU 700	Theories and Roles for Advanced Nursing Practice	3
NU 702	Advanced Pharmacotherapeutics	3
NU 704	Advanced Health Assessment	3
NU 706	Advanced Pathophysiology	3
NU 708	Socio-Cultural Perception of Addiction and Population Health	3
NU 710	Advanced Evidence Based Practice	3
NU 740	Public Health Policy Issues and Challenges	3
NU 821	Strategy & Analysis of Organizational Process	3
NU 825 & NL 825C	Adult-Gerontology Acute Care I and Clinical: Adult-Gerontology Acute Care I	6
NU 827 & NL 827C	Adult-Gerontology Acute Care II and Clinical: Adult-Gerontology Acute Care II	6
NU 828 & NL 828C	Adult-Gerontology Acute Care III and Clinical: Adult-Gerontology Acute Care III	6
NU 836	Healthcare Informatics and Technology	3
NU 840	Graduate Nursing Capstone	3
Total Hours		**48**

M.S. In Nursing - Family 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 FNP Track is delivered on-line with virtual clinical orientation. Courses utilize synchronous and asynchronous learning formats.

Professional courses are as follows:

NU 700	Theories and Roles for Advanced Nursing Practice	3
NU 702	Advanced Pharmacotherapeutics	3
NU 704	Advanced Health Assessment	3
NU 706	Advanced Pathophysiology	3
NU 708	Socio-Cultural Perception of Addiction and Population Health	3
NU 710	Advanced Evidence Based Practice	3
NU 740	Public Health Policy Issues and Challenges	3
NU 802 & NL 802C	Family Health I -- Adult-Gero Health and Clinical: Family Health I	6
NU 806 & NL 806C	Family Health III -- Integrating Primary Care and Clinical: Family Health III	6
NU 815 & NL 815C	Family Health II – Family Centered Care of Women, Infants & Children and Clinical: Family Health II	6
NU 821	Strategy & Analysis of Organizational Process	3
NU 836	Healthcare Informatics and Technology	3
NU 840	Graduate Nursing Capstone	3
Total Hours		**48**

M.S. in Nursing - Psychiatric Mental Health Nurse Practitioner

MS in Nursing -- Family Psychiatric Mental Health Nurse Practitioner (Across the Lifespan)

This CCNE accredited track leads to the ***Master of Science in Nursing degree or a Post-Master's Certificate***. This track reflects Husson University's ongoing commitment to educate advanced practice nurses for the challenges of the new millennium, with the purpose of improving cost-effective access to mental health care across the lifespan – including children, adolescents, adults, and the elderly – with a particular focus on underserved populations. The biopsychosocial orientation to mental illness enables the student to develop the theoretical and research foundations of practice that emphasize the integration of both neurobiological and psychosocial sciences. Graduates are eligible to sit for the ANCC Family Psychiatric Nurse Practitioner Certification Exam.

The PMHNP Track is delivered on-line with virtual clinical orientation. Courses utilize synchronous and asynchronous learning formats.

Program Requirements		
NU 700	Theories and Roles for Advanced Nursing Practice	3
NU 702	Advanced Pharmacotherapeutics	3
NU 704	Advanced Health Assessment	3
NU 706	Advanced Pathophysiology	3
NU 708	Socio-Cultural Perception of Addiction and Population Health	3
NU 709	Diagnosis and Pharmacologic Management of Psychiatric Illness	3
NU 710	Advanced Evidence Based Practice	3
NU 740	Public Health Policy Issues and Challenges	3
NU 801 & NL 801	Family Psychiatric Nursing I - Adv Mental Health Assessment Across the Lifespan and Clinical: Psychiatric Nursing I	6
NU 810 & NL 810	Family Psychiatric Nursing II -Across the Lifespan and Clinical:Psychiatric Nursing II	6
NU 812 & NL 812	Family Psychiatric Nursing III -- Psychiatric Nursing with Groups and Clinical: Psychiatric Nursing III	6
NU 821	Strategy & Analysis of Organizational Process	3
NU 836	Healthcare Informatics and Technology	3
NU 840	Graduate Nursing Capstone	3
Total Hours		**51**

Post Master's Certificates in Nursing

Post Master's Certificates may be obtained in each of the Graduate Nursing Program tracks:

Adult-Gerontology Acute Care Nurse Practitioner (AG ACNP)

Family Nurse Practitioner Track (FNP)

Psychiatric Mental Health Nurse Practitioner (PMHNP)

Students with a Masters degree in Nursing (MSN) who wish to apply for the 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.

Adult Gerontology Acute Care Nurse Practitioner

Courses utilize synchronous and asynchronous learning formats.

NU 700	Theories and Roles for Advanced Nursing Practice *	3
NU 702	Advanced Pharmacotherapeutics *	3
NU 704	Advanced Health Assessment *	3
NU 706	Advanced Pathophysiology *	3
NU 708	Socio-Cultural Perception of Addiction and Population Health *	3
NU 710	Advanced Evidence Based Practice *	3
NU 740	Public Health Policy Issues and Challenges *	3
NU 821	Strategy & Analysis of Organizational Process *	3
NU 825 & NL 825C	Adult-Gerontology Acute Care I and Clinical: Adult-Gerontology Acute Care I	6
NU 827 & NL 827C	Adult-Gerontology Acute Care II and Clinical: Adult-Gerontology Acute Care II	6
NU 828 & NL 828C	Adult-Gerontology Acute Care III and Clinical: Adult-Gerontology Acute Care III	6
NU 836	Healthcare Informatics and Technology *	3
NU 840	Graduate Nursing Capstone *	3
Total Hours		**48**

* Student will not need to take this course if taken in previous MSN program.

Family 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. Programming is delivered via online modalities with virtual pre-clinical orientation prior to clinical courses, making graduate nursing education accessible to everyone. Courses utilize synchronous and asynchronous learning formats.

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 the 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	Advanced Pharmacotherapeutics *	3
NU 704	Advanced Health Assessment *	3
NU 706	Advanced Pathophysiology *	3
NU 708	Socio-Cultural Perception of Addiction and Population Health *	3
NU 710	Advanced Evidence Based Practice *	3
NU 740	Public Health Policy Issues and Challenges *	3

NU 802 & NL 802C	Family Health I -- Adult-Gero Health and Clinical: Family Health I	6
NU 806 & NL 806C	Family Health III -- Integrating Primary Care and Clinical: Family Health III	6
NU 815 & NL 815C	Family Health II – Family Centered Care of Women, Infants & Children and Clinical: Family Health II	6
NU 821	Strategy & Analysis of Organizational Process *	3
NU 836	Healthcare Informatics and Technology *	3
NU 840	Graduate Nursing Capstone *	3
Total Hours		**48**

* Student will not need to take this course if taken in previous MSN program.

Psychiatric Mental Health Nurse Practitioner

The Post-Master's Certificate reflects Husson University's ongoing commitment to educate advanced practice nurses for the challenges of the new millennium, with a purpose of improving cost-effective access to mental health care across the lifespan – including children, adolescents, adults, and the elderly – with a particular focus on underserved populations. The PMC enables MSN-prepared advanced practice nurses the opportunity to gain this additional clinical credential by taking the additional coursework required to allow them to sit for the national certifying board examination. The biopsychosocial orientation to mental illness enables the student to develop the theoretical and research foundations of practice that emphasize the integration of both neurobiological and psychosocial sciences. Courses utilize synchronous and asynchronous learning formats.

Professional Courses

NU 700	Theories and Roles for Advanced Nursing Practice *	3
NU 702	Advanced Pharmacotherapeutics *	3
NU 704	Advanced Health Assessment *	3
NU 706	Advanced Pathophysiology *	3
NU 708	Socio-Cultural Perception of Addiction and Population Health *	3
NU 709	Diagnosis and Pharmacologic Management of Psychiatric Illness	3
NU 710	Advanced Evidence Based Practice *	3
NU 740	Public Health Policy Issues and Challenges *	3
NU 801 & NL 801	Family Psychiatric Nursing I - Adv Mental Health Assessment Across the Lifespan and Clinical: Psychiatric Nursing I	6
NU 810 & NL 810	Family Psychiatric Nursing II -Across the Lifespan and Clinical:Psychiatric Nursing II	6
NU 812 & NL 812	Family Psychiatric Nursing III -- Psychiatric Nursing with Groups and Clinical: Psychiatric Nursing III	6
NU 821	Strategy & Analysis of Organizational Process *	3
NU 836	Healthcare Informatics and Technology *	3
NU 840	Graduate Nursing Capstone *	3
Total Hours		**51**

* Student will not need to take this course if taken in previous MSN program.

Graduate Program in Occupational Therapy

The graduate, MS-only, option is available for students who have already completed and possess an undergraduate degree in another field of study. This is a three-year graduate program leading to a Master of Science (MS) degree 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 required pre-requisite courses. Graduate students must also meet the same criteria for grades and a minimum GPA of 3.0 as do all other students in the occupational therapy program.

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.

PROGRAMMATIC OUTCOMES

Students will demonstrate proficiency in:

- Foundational content requirements.
- Occupational therapy theoretical perspectives.
- Basic tenets of occupational therapy.
- Referral, screening, evaluation, and intervention plan.
- Intervention plan: formulation and implementation.
- Context of service delivery, leadership, and management of occupational therapy services.
- Scholarship.
- Professional ethics, values, and responsibilities.

ACCREDITATION

The following statement is from the website Policies & Procedures – ACOTE (acoteonline.org) for the Accreditation Council for Occupational Therapy Education (ACOTE®).

The Accreditation Council for Occupational Therapy Education (ACOTE®) is an Associated Advisory Council of the Executive Board of the American Occupational Therapy Association (AOTA®). ACOTE is recognized as the accrediting agency for occupational therapy education by both the United States Department of Education (USDE) and the Council for Higher

Education Accreditation (CHEA). ACOTE is also an active member of the Association of Specialized and Professional Accreditors (ASPA). ACOTE currently accredits all occupational therapy and occupational therapy assistant educational programs in the United States and its territories.

The School of Occupational Therapy at Husson University was initially accredited in 2003 and has been continuously accredited by ACOTE since then. The next accreditation review will occur in the academic year 2025/2026.

Additional information about AOTA can be obtained on the AOTA webpage (http://www.aota.org/). AOTA and ACOTE can be contacted at 6116 Executive Boulevard, Suite 200, North Bethesda Maryland 20852-4929. ACOTE's telephone number c/o AOTA's is (301) 652-6611. The web address for ACOTE is: WWW.ACOTEONLINE.ORG. For more information about accreditation please see: WWW.ACOTEONLINE.ORG.

CERTIFICATION AND LICENSURE

Once students graduate with the MS in Occupational Therapy, they are eligible to take the National Board for Certification in Occupational Therapy (NBCOT) examination. Their address is: One Bank Street, Suite 300, Gaithersburg, MD 20878, (301) 990-7979. After successful completion of this exam, you will be an Occupational Therapist Registered (OTR). All states require licensure in order to practice, and you must be an OTR to be eligible for licensure. Please be aware that a felony conviction may affect a graduate's ability to sit for the NBCOT examination or attain state licensure.

Admission to the M.S. in Occupational Therapy

Applicants who have completed a 4-year undergraduate baccalaureate degree in another major and/or from another institution who would like an entry-level degree in occupational therapy may apply for the MS-only program. The Office of Graduate Admissions coordinates admission to the MS-only. Because MS only students already have an undergraduate degree they do not need to meet the general education requirements offered in the first two years of our program, but must meet pre-requisite courses listed below. The admissions requirements for this option include a **bachelor's degree in a related or non-related field with** a minimum overall GPA of 3.0. In addition all of the following pre-requisite course work must be completed with a grade of C+ or better prior to application to the M.S. in Occupational Therapy program:

- General Psychology
- Abnormal Psychology
- Statistics
- Research Design
- Principles of Sociology or Cultural Anthropology
- Anatomy and Physiology - 8 credits (6 in course work; 2 in lab)
- Human Growth and Development (must be lifespan)

As with the BS applicants the program recommends 20 hours of volunteering or "shadowing" an Occupational Therapist in at least two specialty areas of Occupational Therapy.

Applications for admission are reviewed on a rolling basis starting in the December prior to fall semester of enrollment. Applications will be accepted until one month before the semester begins although it is better to apply as early as possible. Decisions are typically made within 4-6 weeks after the application is complete. Early acceptance made prior to completion of prerequisite courses will be contingent on successful completion of the prerequisite course/s.

The Graduate Record Exam (GRE) is not required for application. All students in the School of Occupational Therapy must possess the essential skills and behaviors required of a professional therapist. Therefore, all occupational therapy students must possess the essential qualifications, referred to as Technical Standards, listed at the end of this document to meet admission, progression, and graduation requirements. Your application to this program indicates that you have read the Technical Standards and are qualified to meet them.

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 program (1st, 2nd, and 3rd years).
- No more than six (6) credits of graduate course work in the "C+" range can be applied toward the Masters degree.

All Occupational Therapy students – Undergraduate and Graduate

- All first year professional courses must be completed successfully with a grade of C+ or better in order to progress to the second year. All second 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 third year of professional courses. This includes a letter grade of "Pass" for all Level I Fieldwork courses.
- Students are expected to be full-time 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 full-time in the final graduate year, known as the 3rd year in the curriculum. Again, exceptions will be considered on a case-by-case basis but will be the exception rather than an expectation.
- A maximum of two professional level courses may be repeated.
- Grade deficiencies should be removed during the subsequent semester or during Summer/Winter/May sessions whenever possible. For programmatic purposes, successfully repeating a course does not negate the original grade.
- Students must demonstrate professional behaviors as outlined in the Occupational Therapy Association Code of Ethics and Ethics Standards, 2020. Professional behaviors are considered for progression in the program and students may be dismissed from the program for violating the policy regardless of academic standing.

Course Repeat Policy

Students must repeat any core course in which they do not achieve a grade of 77% or better the first time they are enrolled in the course. When a course is repeated, a grade of "B" (83%) is required in order to progress. A student who receives less than "B" (83%) the second time they take a core course may be dismissed from the OT program. Any withdrawal grade is considered an enrollment in the course.

Credit Hours

A) The credit hour translation used by the School of Occupational Therapy Program is consistent with the Carnegie Classification.

One (1) credit hour =

- 1 lecture hour
- 2 lab hours
- 2 seminar hours
- 13 hours of community service with assignments

B) Fieldwork requirements are reflected as:

- There are three Level I Fieldwork experiences consisting of approximately 40 hours of experiential learning in combination with didactic coursework; each Level I Fieldwork is 1 credit hour.
- As dictated by the AOTA accrediting body, ACOTE, Level II Fieldwork requires a minimum of 24 weeks full-time placement for occupational therapy students. Typically, this is accomplished in two, 12 week placements. Each 12 week Level II Fieldwork placement is 6 credit hours for a total minimum of 12 credits hours of Fieldwork Level II. (ACOTE Standard C.1.13)
- Please note, the School of Occupational Therapy only sends students to Level II sites where a licensed occupational therapist is present to provide supervision. In the event of an international placement students are only sent to sites where the occupational therapist is a graduate of a World Federation of Occupational Therapists approved program.

Grading Policies

- The system of evaluating a student's achievement at Husson University in *academic* courses is by letter grade, with grade point values based upon an earned credit unit (see Husson University Catalog Academic Policies section – Grading system).
- Fieldwork I is evaluated using the Maine Occupational Therapy Educators Alliance (MOTEA) – Evaluation form. The clinical portion of the Fieldwork Level II is graded according to the "AOTA Fieldwork Performance Evaluation of the Occupational Therapy Student" form.

Technical Standards for the School of Occupational Therapy

Introduction

The technical standards listed below are minimal technical requirements for admission to, promotion within, and graduation from this entry-level professional program. The requirements are grouped into emotional, cognitive, social, communication, physical and health/safety requirements.

Occupational therapists work with people to improve their ability to function in a variety of environmental contexts. Occupational therapy education requires not only the acquisition of academic knowledge but also technical skills, professional attitudes and professional behaviors. Before program completion, graduates must acquire a broad base of knowledge and skills required to be safe and competent clinicians. In order to accomplish this goal, students must demonstrate key functions in a relatively independent manner. In addition, in order to participate fully in the program students are required to travel to settings in the community that may have unpredictable environments. Students who do not meet the essential qualifications as defined below with or without reasonable accommodation may be unable to participate as an occupational therapy student.

Emotional Requirements

The student must have sufficient emotional stability to perform under stress produced by both academic study and the necessity of performing occupational therapy in simulated and real client/patient situations while being observed by faculty, peers, fieldwork educators, and others. Students must be able to adapt to a physically and emotionally demanding program. Students must exhibit appropriate responses to moderate personal stress levels to achieve success while adhering to the professional standards and requirements of the program.

Cognitive Requirements

The student must exhibit cognitive skills necessary for problem solving, clinical reasoning, and judgment. Students must integrate a variety of material with increasing complexity presented throughout the curriculum including presentations, class discussions, client/patient interviews/evaluations, and readings from textbooks, journals and medical records. Students must be able to identify and respond accurately to factual information as well as subtle non-verbal cues of mood, temperament, and gestures provided by others. Students must be attentive and be able to focus during class and field experiences to fully participate in the learning environment.

Social Requirements

The student must have appropriate social skills for forming and maintaining relationships with a variety of people including faculty, peers, fieldwork educators, clients/patients and their families/significant others. Students must demonstrate the ability to participate as an effective group member. Flexibility and maturity in all interactions is required for this program. Verbal and non-verbal communication and interactions must be respectful, civil and professional in manner, demeanor and tone.

Communication Requirements

Students must be able to communicate in written and oral English with faculty, peers and clients in the classroom, clinical settings and community. Communication skills include oral speech, reading and writing in order to be able to complete written and oral assignments. Students must be able to communicate in English effectively and sensitively with patients.

Physical Requirements

Each student must be willing to submit to screening, examination and therapeutic treatment by student partners, of either gender, to practice therapeutic techniques which may include physical contact. This will always be closely supervised by faculty and in the context of appropriately professional limits.

- **Motor**

  Students must have sufficient motor function to obtain information from patients/clients by palpation, auscultation, percussion, and other standardized and non-standardized evaluative procedures. They must be able to execute

motor movements reasonably required to provide general occupational therapy, including the strength to perform cardiopulmonary resuscitation, lift and transfer patients, and be able to stand/sit long periods of time. Many procedures require coordination of both gross and fine motor movements, equilibrium, and functional use of the senses. For this reason, students must have manual dexterity including function of wrists, hands, fingers, and arms in order to have the ability to engage in procedures involving grasping, manipulating, pushing, pulling, holding, extending, and rotation.

- **Speech**

  Ability to speak clearly in order to communicate with faculty, peers, fieldwork educators, clients/patients, physicians, and others; need to be understood on the telephone.

- **Vision**

  The student must able to observe demonstrations and participate in laboratory aspects of the curriculum. Students must be able to observe patients and obtain relevant, meaningful assessment information from this observation. As such, students must have visual perception, which includes depth and acuity. They must also be able to read documents such as medical records, textbooks, and computer screens.

- **Hearing**

  Sufficient to accurately hear on the telephone, discriminate sounds in the environment for safety, communicate with people, listen and assess through the stethoscope to discriminate sounds. It is possible to use compensatory aides and assistive technology such as hearing aids.

- **Touch**

  Ability to palpate both superficially and deeply for tasks such as discrimination of tactile sensations and facilitation of body movements.

Health and Safety Requirements

Students must display good self-awareness of personal health practices and hygiene. They must understand the importance of good personal health habits and the prevention of disease/infection. They must display an awareness of personal issues and report any that would potentially interfere with their ability to competently care for others.

Students must complete the requirements listed below by mid-term of the first semester of the professional phase. All of these requirements must be kept up-to-date throughout the professional phase of the program and throughout Level II Fieldwork. The list below is a minimal list; more detailed and specific information will be provided to you as you approach the professional phase of your education to assure compliance with these requirements.

A. Immunizations:

a. Measles, Mumps and Rubella (MMR)

b. Polio series

c. A two step-Tuberculin series (only the initial year requires a two step procedure and subsequent years require one step) or Tspot blood draw test to document immunity.

d. Tetanus, diphtheria and pertussis (Tdap) booster (every 10 years),

e. Varicella titer (determined through a blood draw as having had chicken pox is not sufficient to avoid getting it again, a titer assures a level of protection)

f. Hepatitis B series – must be started by September of the first semester of the professional phase (they are administered over a span of several months)

g. Annual Influenza vaccination or signed declination form; most clinical sites require proof of vaccination.

h. COVID-19 vaccine and booster or exemption approved through Husson University.

B. Current CPR Certification for children and adults: (American Red Cross or American Heart Association approved) It must be the certification for healthcare providers.

C. Personal health insurance (Husson University or private)

D. Fingerprinting with CHRC approval through the Maine State Department of Education.

E. Criminal Background check to be provided by an approved source to be identified by the School of Occupational Therapy; we are currently using Castle Branch.

F. E-Learning (HIPAA, OSHA) Modules on Castle Branch.

G. SOT Covid-19 Acknowledgement Form and training videos.

It is the policy of the Husson University School of Occupational Therapy to provide reasonable accommodation to qualified students with a disability so they can meet these essential requirements in accordance with the Rehabilitation Act of 1973 and the Americans with Disability Act of 1990. Whether or not a requested accommodation is reasonable will be determined on an individual basis.

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 411	Health Economics and Policy (or other graduate elective)	3
OT 300	Principles of Human Movement & Occupational Performance	3
OT 320	Occupational Analysis	2
OT 321	Theory & Assessment I	3
OT 322	Professional Foundations of Occupational Therapy	3
OT 323	Theory & Assessment II	4
OT 330	Functional Anatomy	4
OT 331	Neuroscience *	4
OT 333	Clinical Integration: Neurological Conditions *	1

OT 361	Professional Integration A: Advocacy and Social Context	1
OT 380	Integrative Health I: Wellness	2
OT 413	Children & Youth I	4
OT 414	Children & Youth II	4
OT 440	Mental Health I	4
OT 441	Mental Health II	3
OT 449	Rehabilitation & Participation I	4
OT 450	Rehabilitation and Participation II	4
OT 452	Context and Environment	3
OT 460	Professional Integration B: Communication, Education and Leadership	1
OT 461	Professional Integration C: Professional Responsibilities and Leadership	1
OT 470	Research & Evidence-based Practice I	3
OT 471	Research & Evidence-based Practice II	3
OT 472	Seminar: Research & Evidence-based Practice III *	3
OT 559	Occupational Therapy Professional Leadership and Business	1
OT 561	Level Two Fieldwork IIA	6
OT 562	Level Two Fieldwork IIB	6
OT 563	Clinical Integration: Research and Evidence-based Practice	1
OT 580	Integrative Health II: Spirituality	2
OT 581	Upper Extremity: Research and Evidence-Based Practice	3
OT 582	Neurorehabilitation: Research & Evidence-Based Practice	3
OT 583	Work & Industry: Research and Evidence-Based Practice	3
Select one of the following:		3
OT 599	Topic/	
Graduate Business Electives		
Graduate Health Elective		
Total Hours		**98**

Suggested Course Sequence

First Year

Fall	Hours	Spring	Hours	Summer	Hours
OT 300*	3	HS 301	3	HS 411 (or other graduate elective)	3
OT 320*	2	OT 323*	4	OT 470*	3
OT 321*	3	OT 331*	4		
OT 322*	3	OT 333*	1		
OT 330*	4	OT 361*	1		
		OT 380*	2		
	15		**15**		**6**

Second Year

Fall	Hours	Spring	Hours	Summer	Hours
OT 413*	4	OT 414*	4	OT 559*	1
OT 440*	4	OT 441*	3	OT 561*	6
OT 449*	4	OT 450*	4		
OT 460*	1	OT 452*	3		
OT 471*	3	OT 461*	1		
		OT 472*	3		
	16		**18**		**7**

Third Year

Fall	Hours	Spring	Hours
OT 563*	1	OT 562*	6
OT 580*	2		
OT 581*	3		
OT 582*	3		
OT 583*	3		
OT 599 (or any Grad Level Elective)*	3		
	15		**6**

Total Hours: 98

Doctor of Pharmacy

Vision Statement

To provide premier pharmacy education where experiential learning is championed and interprofessional collaboration is fostered.

Mission Statement

Husson University School of Pharmacy educates and mentors current and future pharmacists in collaborative and supportive environments that promote student success and patient-centered care.

Accreditation

The Husson University School of Pharmacy program is accredited by the Accreditation Council for Pharmacy Education, 135 South LaSalle Street, Suite 4100, Chicago IL, 60603; 312/644-3575; FAX 312/664-4652, web site www.acpe-accredit.org.

Admissions Policies

Completion of the following prerequisite courses (64 credits):

- 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 (4 credits)
- Statistics and Probability: 1 semester (3 credits)

In addition:

- Submission of PharmCAS application (School Code = 159)
- Submission of all college transcripts
- Personal interview

AP/CLEP Credits

Applicants cannot use AP/CLEP credits to meet the science or math course work 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 I & II with Labs, Anatomy and Physiology I & II with Labs, 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 Admission

Husson students who are offered guaranteed admission must earn a 3.3 math/science GPA or greater 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. The minimum Math/Science GPA to apply is 2.75 on a 4.0 scale.

PCAT

PCATS are optional for the fall 2023 application cycle. If you have taken the PCAT, you are encouraged to submit your scores. Scores have a three year age limit unless a new test version has been introduced.

Repeat Penalty

Applicants will be penalized for repeating 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-Professional Phase

The minimum requirements to fulfill the course prerequisites in the pre-professional phase of the Doctor of Pharmacy program at the Husson University School of Pharmacy are listed below. Note: Chemistry, Biology and Math courses taken more than five (5) years ago are not routinely accepted for meeting requirements and will be evaluated on a case-by-case basis.

General Biology with Labs		8
General Chemistry with Labs		8
Organic Chemistry with Labs		8
Human Anatomy and Physiology with Labs		8
Calculus		4
Statistics		3
Husson Pre-Professional Phase Courses		
MS 132	Probability and Statistics	3
MS 181	Calculus with Applications	4
SC 181	Chemistry I	3
SL 181	Chemistry Lab I	1
SC 182	Chemistry II	3
SL 182	Chemistry Lab II	1
SC 191	General Biology I	3
SL 191	General Biology Lab I	1
SC 192	General Biology II	3
SL 192	General Biology Lab II	1
SC 221	Anatomy and Physiology I	3
SL 221	Anat/Physiology Lab I	1
SC 222	Anatomy and Physiology II	3
SL 222	Anatomy/Physiology Lab II	1
SC 287	Organic Chemistry I	3
SL 287	Organic Chemistry I Laboratory	1
SC 288	Organic Chemistry II	3
SL 288	Organic Chemistry II Laboratory	1

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.

Transfer Credit

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

HUSOP Academic Progressions and Dismissal Policy

Course Repetition, Progression, and Academic Probation

Academic Probation:

- A student who must retake one or more professional phase courses will be placed on academic probation.
- Students who are on academic probation must meet with the Assistant or Associate Dean of Student Affairs 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 meet the following progressions criteria in order to proceed to the next academic year: Successfully complete all courses for the professional program with a C or higher; Successfully complete the required core courses and practice experiences with a minimum annual GPA of 2.00.
- 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.

Academic Dismissal

A student shall be academically dismissed from the School of Pharmacy whenever one or more of the following conditions are met:

- More than 2 course grades of C- or lower in the professional program;
- Failure to graduate within 6 years from matriculation date into the professional program.

Dismissal Appeal:

Students who are dismissed from the School of Pharmacy for academic reasons may appeal in writing to the Dean of the School of Pharmacy as per the instructions in the letter of dismissal.

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 2.0;

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.

Programmatic Outcomes

Students will demonstrate proficient skills and knowledge in the areas of Interprofessional practice, and the Practice of Care.

Students will demonstrate proficient skills and knowledge in Biomedical Sciences

Students will demonstrate proficient skills and knowledge in Pharmaceutical Sciences

Students will demonstrate proficient skills and knowledge in Social/Behavioral /Administrative sciences.

Students will demonstrate proficient skills and knowledge in Clinical Sciences.

Doctor of Pharmacy

Professional Phase Courses

RX 303	Introduction to Pharmacy	1
RX 310	Drug Information and Clinical Research Design I	2
RX 311	Medical Physiology and Pathophysiology I	4
RX 312	Medical Physiology and Pathophysiology II	4
RX 321	Pharmaceutics I: Drug Characteristics and Calculations	3
RX 322	Pharmaceutics II: Drug Delivery Systems with Lab	4
RX 342	Medical Microbiology	3

RX 350	IPPE I (Introductory Pharmacy Practice Experience I - Community)	4
RX 351	Practice Skills Lab I	1
RX 352	Communications and Ethics	1
RX 357	Introduction to Therapeutics: Self Care/OTC	3
RX 361	Medical Biochemistry	3
RX 362	Practice Skills Lab II: Rural Community Pharmacy Practice	1
RX 371	Clinical Chemistry & Calculations	1
RX 372	Applied Medical Physiology and Pathophysiology II (MPP II) for Pharmacists	2
RX 411	Drug Information and Clinical Research II	2
RX 421	Pharmacology and Medicinal Chemistry I	3
RX 422	Pharmacology and Medicinal Chemistry II	3
RX 433	Principles of Pharmacokinetics	3
RX 434	Practice Skills Lab III	1
RX 450	Introductory Pharmacy Practice Exp – Institutional	3
RX 456	Individualized Pharmacokinetic Dosing	2
RX 464	Practice Skills Lab IV	1
RX 474	Pharmacotherapeutics I	3
RX 475	Pharmacotherapeutics II	3
RX 491	Applied Pharmacology and Pharmacotherapeutics I	2
RX 492	Applied Pharmacology and Pharmacotherapeutics II	2
RX 501	Social and Behavioral Pharmacy	2
RX 503	Ambulatory Care and Institutional Introductory Pharmacy Practice Experience (IPPE P3)	1
RX 504	Ambulatory Care/Management II IPPE/Clinical Pharmacy Capstone	1
RX 505	Practice Skills Lab V	1
RX 523	Pharmacology and Medicinal Chemistry III	3
RX 524	Pharmacology & Medicinal Chemistry IV	3
RX 534	Practice Skills Lab VI	1
RX 535	Pharmacoeconomics	3
RX 542	Clinical Calculations Capstone	2
RX 551	Drug Information & Clinical Research Design III	2
RX 552	Pharmacy Law	3
RX 564	Clinical Drug Interactions	2
RX 571	Pharmacy Practice Management	3
RX 576	Pharmacotherapeutics III	4
RX 577	Pharmacotherapeutics IV	4
RX 591	Applied Pharmacology & Pharmacotherapeutics III	2
RX 592	Applied Pharmacology and Pharmacotherapeutics IV	2
RX	Elective I	2
RX	Elective II	2
RX 648	Transitions into the Profession I	1
RX 649	Transitions into the Profession II	1
RX 650	Transition into the Profession III	2
RX 660	Block 1 Advanced Pharmacy Practice Experience	5.5
RX 665	Block 2 Advanced Pharmacy Practice Experience	5.5
RX 670	Block 3 Advanced Pharmacy Practice Experience	5.5
RX 675	Block 4 Advanced Pharmacy Practice Experience	5.5
RX 680	Block 5 Advanced Pharmacy Practice Experience	5.5
RX 685	Block 6 Advanced Pharmacy Practice Experience	5.5
RX 690	Block 7 Advanced Pharmacy Practice Experience	5.5
Total Hours		**150.5**

Suggested Course Sequence

First Year

Fall	Hours	Spring	Hours	Summer	Hours
RX 303	1	RX 312	4	RX 350	4
RX 310	2	RX 322	4		
RX 311	4	RX 342	3		
RX 321	3	RX 357	3		
RX 351	1	RX 362	1		
RX 352	1	RX 372	2		
RX 361	3				
RX 371	1				
	16		**17**		**4**

Second Year

Fall	Hours	Spring	Hours	Summer	Hours
RX 411	2	RX 422	3	RX 450 (Can also be offered in preceding winter term)	3
RX 421	3	RX 456	2		
RX 433	3	RX 464	1		
RX 434	1	RX 475	3		
RX 474	3	RX 492	2		
RX 491	2	RX 501	2		
Elective I	2	RX 535	3		
	16		**16**		**3**

Third Year

Fall	Hours	Spring	Hours	Summer	Hours
RX 503	1	RX 504	1	RX 648	1
RX 505	1	RX 524	3	RX 660	5.5
RX 523	3	RX 534	1	RX 665	5.5
RX 542	2	RX 552	3		
RX 551	2	RX 564	2		
RX 571	3	RX 577	4		
RX 576	4	RX 592	2		
RX 591	2	Elective II	2		
	18		**18**		**12**

Fourth Year

Fall	Hours	Spring	Hours
RX 649	1	RX 650	2
RX 670	5.5	RX 685	5.5
RX 675	5.5	RX 690	5.5
RX 680	5.5		
	17.5		**13**

Total Hours: 150.5

Pharm.D./Master of Business Administration

Candidates for the Doctorate of Pharmacy/Master of Business Administration Degrees are required to complete all pharmacy program requirements as stated in the PharmD curriculum and will complete a minimum of 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 a Graduate Change of Major form signed by both the MBA Program Director and the Assistant Dean of Student Affairs in the School of Pharmacy to the Registrar's Office 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 602	Managerial Accounting	3
BA 605	Management Communications	3
BA 620	Financial Management	3
or BA 703	Financial Management in Healthcare Organizations	
Select one of the following:		3
BA 621	Marketing Management	
BA 712	Strategic Marketing for Nonprofit Organizations	
BA 754	Strategic Selling	
BA 625	Global Strategic Management	3
BA 643	Strategic Change Management	3
Graduate Business Elective		12
Total Hours		**30**

Pharm.D./Master of Business Administration - Healthcare Management Concentration

BA 602	Managerial Accounting	3
BA 605	Management Communications	3
BA 625	Global Strategic Management	3
BA 643	Strategic Change Management	3
BA 703	Financial Management in Healthcare Organizations	3
Select one of the following		**3**
BA 621	Marketing Management	
or BA 712	Strategic Marketing for Nonprofit Organizations	
or BA 754	Strategic Selling	
Select three of the following		**9**
BA 700	Health Care Management	
or HS 607	Advanced Healthcare Management	
BA 701	Legal Environment of Health Care Management	
BA 702	Health Care Economics	
or HS 606	Advanced Healthcare Economics and Policy	
BA 704	Managing Quality in Healthcare	
BA 705	Global Perspectives in Healthcare	
BA 799	Topic/ (Healthcare Management Elective)	
HS 602	Public Health Program Planning, Management, and Evaluation	
HS 603	Public Health & Behavior Change	
Graduate Business Elective		3
Total Hours		**30**

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.

Vision Statement

Our vision is to become a center of excellence for the education of physical therapists who are prepared to transform society through the application of their knowledge, skills, research, and leadership.

Mission Statement

The mission of Husson University's School of Physical Therapy is to develop physical therapists who are specialists in the art and science of human movement, embody the characteristics of lifelong learners, and strive to be agents of change. Graduates shall be distinguishable by their skills, ethical integrity, cultural competence, collaboration, and leadership. Graduates will use evidence-based practice to optimize human movement and promote health and wellness in a dynamic healthcare environment.

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 are dedicated to providing excellent student-centered learning in secure and open learning environments. The faculty incorporate 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.
In believing that each member of society has the right to receive quality healthcare, 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 healthcare community.

Goals

The Program will:

- Support faculty and student scholarship
- Provide pro bono services to promote health and wellness in the community
- Monitor the healthcare and educational environments and will adjust the curriculum in order to provide physical therapist education that reflects current and future needs

Faculty Members will:

- Demonstrate service to the University, community or the profession
- Meet or exceed CAPTE and University expectations related to scholarship
- Demonstrate participation in professional development activities to maintain currency in their areas of expertise and pedagogy of teaching and learning

Graduates will:

- Demonstrate service to the profession
- Demonstrate a commitment to lifelong learning

Students will:

- Demonstrate entry-level competence in physical therapy examination, assessment and interventions targeting the human movement system
- Demonstrate entry-level behaviors related to culture, ethics and legal responsibilities of physical therapist practice
- Participate in a community or professional service activity

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. 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 September and will continue until the class is full. 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 the 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:
  - Think of an example where you have failed? How did you use that experience to help you grow? What does success mean to you?
  - Give an example of feedback you received and how you made changes as a result?

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 the content. Please include the topic at the top of your essay.

Due to the serial nature of courses in the Professional Phase of the DPT Program, transfer credits are not accepted.

Please review program-specific admission requirements and deadlines on the PTCAS Husson University program profile page.

Accreditation

The School of Physical Therapy at Husson University is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE), 1111 North Fairfax Street, Alexandria, VA 22314; telephone: 703.706.3245; email: accreditation@apta.org; website: http://www.capteonline.org If needing to contact the program/institution directly, please call 207-941-7101 or email huhnk@husson.edu

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 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 1 eight week placement generally mid-May to early July

Year 6 2 twelve week placements generally September to March

The program currently has contracts with approximately 200 clinical sites throughout the United States.

Technical Standards of Physical Therapy Education

Physical therapy education requires that the accumulation of scientific knowledge be accompanied by the simultaneous acquisition of technical skills, professional attitudes, and professional behaviors. The Doctor of Physical Therapy degree awarded by Husson University, School of Physical Therapy certifies that the graduating individual has acquired a broad base of knowledge and skills requisite for the safe and competent practice of physical therapy. In order to acquire the foundation of knowledge, skills, attitudes, and behaviors needed throughout the physical therapist's professional career, the student must demonstrate essential abilities in five areas: observation; communication; motor function; conceptual abilities and behavioral/social attributes. The following essential requirements have been adopted by the Husson University School of Physical Therapy as requirements for admission to, promotion within, and graduation from its entry-level professional program. A candidate must be able to perform these essential requirements in a reasonably independent manner. When requested, Husson University will provide reasonable accommodations to otherwise qualified students with disabilities.

Observation

Observation requires the functional use of vision, audition, olfaction, and somatic sensations. The candidate must be able to observe demonstrations and experiments in basic and applied sciences, in physical therapy theory, and in therapeutic practice. The candidate must be able to observe a patient accurately at a distance for posture and functional performance and close at hand for palpation and the inspection of skin, muscles, and joints. The candidate must be able to observe digital and waveform readings, and other graphic images to determine a patient's condition.

Communication

A candidate must be able to provide, receive, and interpret feedback from faculty and clinical supervisors in an appropriate matter. A candidate must be able to elicit information from patients, describe changes in mood, activity, and posture, and perceive and accurately report nonverbal communications. A candidate must be able to communicate effectively and sensitively with patients and their families. The candidate must be able to communicate effectively and efficiently with all members of the health care team in both immediate and recorded modes. Beyond interpersonal exchanges, effective communication includes reading, writing, and computer literacy.

Motor Function

Candidates must have sufficient motor function to elicit information from patients by palpation, auscultation, percussion, manual positioning of body segments and other evaluative procedures. A candidate must be able to physically perform basic screening and examination (physiologic measures such a heart rate and respiration), diagnostic procedures (palpation, manual muscle testing, goniometry, sensory evaluation, gait analysis, balance assessment), and evaluation of EKGs and X-rays. A candidate must be able to execute movements required in the provision of general care, emergency treatment and therapeutic treatment, including cardiopulmonary resuscitation, wound care, positioning and transferring, gait training, and performing manual therapy techniques.

Each student must be willing to submit to screening, examination and therapeutic treatment, allowing student partners, of either gender, to practice therapeutic techniques.

Conceptual - Integrative and Quantitative Abilities

To effectively solve problems required of physical therapist practitioners, the candidate must be able to measure, calculate, reason, analyze, integrate, and synthesize information in a timely fashion. In addition, the candidate must be able to comprehend three-dimensional relationships and to understand the spatial relationships of structures.

Behavioral/Social Attributes

A candidate must possess the psychological ability required for full use of their intellectual abilities, for the exercise of good judgment, for the prompt completion of all responsibilities inherent to diagnosis and care of patients, and for the development of mature, sensitive and effective relationships with patients. Candidates must be able to tolerate physical and mentally taxing workloads and to function effectively under stress. They must be able to adapt to changing environments, display flexibility, and learn to behave appropriately and professionally in the face of uncertainties inherent in the clinical problems of many patients. In summary, a candidate must be able to collect information, analyze and synthesize it, and effectively perform clinical reasoning in the limited time demanded by a given clinical setting, while under stress, and in an environment in which other distractions may be present. Compassion, integrity, tolerance, concern for others, interpersonal skills, interest, motivation and ethical behavior are all personal qualities that are assessed during the admissions and education process.

Reasonable Accommodation

It is the policy of Husson University and the School of Physical Therapy to provide reasonable accommodation to qualified students with disabilities so they can meet these essential requirements. In addition, students may request academic or clinical adjustments based upon creed and religious restrictions and under Title IX. Whether or not a requested accommodation is reasonable will be determined on an individual basis. Requesting and determining reasonable accommodations under the Americans with Disabilities Act, its Amendments, and Section 504 of the Rehabilitation Act requires an interactive process, which the candidate must initiate with the Director

of Accessibility Services in the Center for Student Success at (207) 992-1934 or accessibility@husson.edu.

Revised and adopted April 2022

Doctor in Physical Therapy

Doctor of Physical Therapy Courses

PT 400	Clinical Edu I	4
PT 409	Evidence Based Practice	1
PT 410	Gross Anatomy	4
PT 411	Kinesiology & Biomechanics	3
PT 412	Motor Control & Learning	3
PT 413	Therapeutic Skills	4
PT 414	Biophysical Agents	3
PT 419	Development Across the Lifespan	3
PT 421	Introduction to Clinical Reasoning	1
PT 431	Psychosocial Aspects of Physical Therapy	3
PT 450	Neurophysiology	3
PT 500	Clinical Edu II	8
PT 506	Musculoskeletal I	4
PT 507	Musculoskeletal II	4
PT 508	Musculoskeletal III	4
PT 509	Evidence Based Practice II	2
PT 510	Neuromuscular I	4
PT 511	Professional Development I: Research	2
or PT 512	Professional Development I: Teaching and Learning	
or PT 513	Professional Development I: Practice Management	
or PT 514	Professional Development I: International Experiential Learning	
PT 522	Professional Development II: Research	2
or PT 523	Professional Development II: Practice Management	
or PT 524	Professional Development II: Teaching and Learning	
or PT 527	Professional Development II- International Experiential Learning	
PT 526	Advanced Therapeutic Exercise	3
PT 528	Ethical/Legal/Management Issues in Physical Therapy	2
PT 560	Cardiovascular and Pulmonary Physical Therapy	3
PT 561	Pathophysiology	3
PT 562	Cardiovascular and Pulmonary Physical Therapy II	2
PT 599	Advanced Physical Therapy Elective	3
PT 600	Clinical Edu III	8
PT 605	Advanced Anatomy	1
PT 608	PT Management of Children with Neurologic Dysfunction	3
PT 609	Management of the Integumentary System	2
PT 610	Neuromuscular II	3
PT 611	Professional Development III: Research	2
or PT 612	Professional Development III: Practice Management	
or PT 613	Professional Development III: Teaching and Learning	
or PT 614	Professional Development III- International Experiential Learning	
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 661	Exercise for Special Populations	3
PT 664	Geriatrics	3
Total Hours		**116**

Suggested Course Sequence

First Year

Fall	Hours	Spring	Hours	Summer	Hours
Summer - The following courses are completed in the Summer term. All students start in the summer.		PT 412	3	PT 400	4
PT 409	1	PT 419	3	PT 640	1
PT 410	4	PT 450	3	PT 642	1
PT 421	1	PT 506	4		
Fall Semester Courses:		PT 528	2		
PT 411	3	PT 618	3		
PT 413	4				
PT 414	3				
PT 431	3				
PT 509	2				
PT 561	3				
	24		**18**		**6**

Second Year

Fall	Hours	Spring	Hours	Summer	Hours
PT 507	4	PT 508	4	PT 625	2
PT 510	4	PT 522, 523, 524, or 527	2	PT 661	3
PT 511, 512, 513, or 514	2	PT 526	3	PT 664	3

PT 560	3	PT 562	2	
PT 608	3	PT 610	3	
PT 609	2	PT 630	2	
	18		**16**	**8**

Third Year

Fall	Hours	Spring	Hours	
PT 500	8	PT 599	3	
PT 600	8	PT 605	1	
		PT 611, 612, 613, or 614	2	
		PT 620	2	
		PT 650	2	
	16		**10**	

Total Hours: 116

Doctor of Physical Therapy/Master of Business Administration

In order to begin enrolling in MBA courses, students must have completed year 4 of the DPT program and have earned no more than 1 grade of C or below. (In preparation for coursework in the MBA program, students must complete BA 500 in the first term of their MBA enrollment.). Students wishing to enroll in MBA courses must submit a Graduate Change of Major form, signed by both the MBA Program Director and their advisor in the School of Physical Therapy, to the Registrar's Office in the semester prior to beginning business courses.

All of the following courses must be completed:

BA 500	MBA Fundamentals (BA 500 must be completed prior to taking any other courses listed below)	1
BA 601	Managerial Economics	3
BA 602	Managerial Accounting	3
BA 605	Management Communications	3
BA 625	Global Strategic Management	3
BA 643	Strategic Change Management	3
One of the following must be completed during the program:		3
BA 620	Financial Management	
or BA 703	Financial Management in Healthcare Organizations	
One of the following must be completed during the program:		3
BA 621	Marketing Management	
or BA 712	Strategic Marketing for Nonprofit Organizations	
or BA 720	Advanced Sales and Marketing in Hospitality	
or BA 754	Strategic Selling	
Additional Degree Requirements (9 Graduate Business Elective Credits)		9
Total Hours		**31**

Candidates for the Doctorate of Physical Therapy / Master of Business Administration dual degree are required to complete all DPT requirements as stated in the DPT curriculum and will complete 31 credits in the MBA curriculum. To graduate with the DPT and MBA degrees, students must achieve a minimum cumulative GPA of 3.0 in DPT courses and 3.0 in MBA courses.

Doctor of Physical Therapy/Master of Business Administration - Healthcare Adminstration

All of the following courses must be completed:

BA 500	MBA Fundamentals (BA 500 must be completed prior to taking any other courses listed below)	1
BA 601	Managerial Economics	3
BA 602	Managerial Accounting	3
BA 605	Management Communications	3
BA 625	Global Strategic Management	3
BA 643	Strategic Change Management	3
BA 703	Financial Management in Healthcare Organizations	3
One of the following must be completed during the program:		3
BA 621	Marketing Management	
or BA 712	Strategic Marketing for Nonprofit Organizations	
or BA 720	Advanced Sales and Marketing in Hospitality	
or BA 754	Strategic Selling	
Three of the following must be completed during the program:		9
BA 700	Health Care Management	
or HS 607	Advanced Healthcare Management	
BA 701	Legal Environment of Health Care Management	
BA 702	Health Care Economics	
or HS 606	Advanced Healthcare Economics and Policy	
BA 704	Managing Quality in Healthcare	
BA 705	Global Perspectives in Healthcare	
BA 799	Topic/ (Healthcare Management Elective)	
HS 602	Public Health Program Planning, Management, and Evaluation	
HS 603	Public Health & Behavior Change	
Total Hours		**31**

Candidates for the Doctorate of Physical Therapy / Master of Business Administration dual degree are required to complete all DPT requirements as stated in the DPT curriculum and will complete 31 credits in the MBA curriculum. To graduate with the DPT and MBA degrees, students must achieve a minimum cumulative GPA of 3.0 in DPT courses and 3.0 in MBA courses.

THE COLLEGE OF SCIENCE & HUMANITIES

Overview:

The College of Science and Humanities (COSH) offers undergraduate degrees in Biology, Education, English, Exercise Science, Health Sciences, Healthcare Administration and Public Health, Liberal Studies, and Psychology. Through its majors, the college educates students for immediate entry into a rewarding career field or graduate study elsewhere. It also houses the Graduate Counseling Program. In addition, through the general education curriculum overseen by the college, COSH anchors the mission and vision of the university by providing the basic knowledge and skills essential for succeeding in any Husson program.

Vision:

Science and Humanities—the core of the university—transforming student lives.

Mission:

The College of Science and Humanities empowers students through knowledge and critical thinking to become engaged, successful professionals—comfortable global citizens in a rapidly changing world.

Phillip "Taylor, III" 2021

"BA, East Stroudsburg University"

"MS, East Stroudsburg University and MBA, , Ohio University"

"Ph.D., Ohio University"

Therese Anderson 2010

"BS, University of Maine"

"MS, University of Maine"

Karl Bishop 2008

"BA, Western State College"

"Ph.D., Syracuse University"

Robert Brooks 2009

"BS, University of Idaho"

"MS, University of Wisconsin"

"Ph.D., Washington State University"

Maria Cahill 2014

"BA, University of Washington"

"MA, Southern University"

"Ph.D., University of Wisconsin"

Seth Davis 2021

"BS, Linfiled College"

"MS, Western Illinois University"

"Ph.D., Washington State University"

Deborah Drew 2007

"BS, University of Maine"

M.Ed. University of Maine

"Ed.D., University of Maine"

Rebecca Edelman 2021

"BS, Arizona State University"

"M.Ed. Arizona State University, MA, Wake Forest University"

Ph.D. University of Wyoming

Sarah Fucillo 2021

"BS, Thomas College"

"MS, University of South Alabama"

"Ph.D., Auburn University"

Daya Gupta 2021

"BS, University of Medical Sciences, New Delhi"

"MD, JIPMER, Pondicherry, India"

"Ph.D., State University of New York"

Clifton Guthrie 2007

"BS, Duke University"

M.Div. Emory University

"Ph.D., Emory University"

Reuven Hanna 2022

"BA, South Dakota State University"

"MS, South Dakota State University"

"Ph.D., South Dakota State University"

Irene Haskins 2007

"BS, Eastern New Mexico University"

"MS, University of Colorado"

Shelby Helwig 2022

"BS, Lock Haven University"

"MA, University of Maine"

Jonathan Houck 2022

"BS, Liberty University"

"MS, Liberty University"

"Ph.D., University of New Mexico"

Mark Hundhammer 2020

"BA, University of California, Chico"

"MS, University of Wisconsin, Stevens Point"

Raymond Kennard 2016

"BS, Ithaca College"

"Ph.D., University of Maine"

Madeline Lallo 2019

"BS, University of Cincinnati"

"MS, University of Cincinnati"

Scott Lambert 2013

"BS, University of Maine Farmington"

"MA, State University of New York"

"Ph.D., University of Montana"

Astrid Lassila Smith 2018

"BA, University of Massachusetts"

"MA, Teachers College Columbia University"

"Ph.D., Teachers College Columbia University"

Deborah Mangion 2014

"BA, University of Southern Maine"

"MS, University of Maine"

"Ph.D., University of Maine"

Elisabeth Marnik 2020

"BS, Central Connecticut State University"

"Ph.D., Tufts University"

Austin McGrath 2022

"BA, Ohio University"

"MA, Ohio University & MA, Bowling Green State University"

"Ph.D., Bowling Green State University"

Tracy Meyer 2022

"BS, Texas State University"

"MS, Texas State University"

Evan Mooney 2021

"BA, Kent State University"

"MA, MAT, Kent State University"

"Ph.D., Kent State University"

Andrew Moore 2022

"BS, University of Delaware"

"MS, William Paterson University"

Robert Northington 2018

"BS, Longwood University"

"MS, University of North Carolina-Greensboro"

"Ph.D., Virginia Polytechnic Institute and State University"

Erin Owen 2008

"BS, Wellesley College"

"MS, Scripps Institution of Oceanography"

"Ph.D., University of Maine"

Matthew Pifer 2006

"BA, AlMA, College"

"MA, University of Oklahoma"

"Ph.D., University of Oklahoma"

M. Jay Polsgrove 2016

"BS, Indiana University"

"MS, Indiana University"

"Ph.D., Indiana University"

David Prescott 2011

"BA, Bowdoin College"

"MA, University of Nebraska"

"Ph.D., University of Nebraska "

Emilia Purington 2021

"BA, Manhattan College"

"MS, University of Maine"

"Ph.D., University of Nebraska "

Ryan Roderick 2018

"BA, Drexel University"

"MA, University of Maine "

"Ph.D., Carnegie Mellon University"

Lauren Schulte 2022

"BS, James Madison University"

"Ph.D., Florida State University"

Kathi Smith 2014

"BFA, University of Southern Maine"

"MFA, University of New Hampshire"

Rachelle Smith 2009

"BA, University of Maine"

"Ph.D., University of Maine"

Clinton Spaulding 2010

"BA, University of Maine"

"MA, University of Maine"

Jamie Stern 2016

"BS, University of Maine"

"MS, University of Saint Joseph"

"DHSc, AT Still University"

Jeri Stevens 2013

"BS, University of Maine"

"M.Ed., University of Maine"

"Ph.D., Capella University"

Thomas Stone 2009

"BS, United States Naval Academy"

"MS, University of Wisconsin"

"Ph.D., University of Maine "

Anne Marie Stroian 2021

"MS, Technical University of Civil Engineer - Romania"

Shelly Tennett 2008

"BS, University of Maine"

"M.Ed., University of Maine"

"Ed.D., University of New England"

Roberta Trefts 2014

"BS, Grand Valley State University"

"MS, Swinburn University of Technology"

Julia Upton 2010

"BA, University of Alabama"

"MA, University of Alabama"

"Ph.D., University of Alabama"

LeeAnne Wilson 2003

"BA, Pomona College"

"M.Ed., Cambridge College"

"Ed.D., University of Maine"

Gregory Winston 2001

"BA, Colgate University"

"MA, University of Delaware"

"Ph.D., University of Delaware"

Donald Withers 2008

"BS, Syracuse University"

"Ph.D., University of California Berkeley"

College of Science & Humanities Undergraduate Programs

The College of Science and Humanities is home to a core of science and humanities courses designed to broaden students' exposure to knowledge, values, learning, and the art of communication in a wide range of disciplines. Our faculty include psychologists, poets, historians, and an extraordinary team of writers and scientists who love teaching their fields of expertise. Academic disciplines come alive at Husson with faculty dedicated to interdisciplinary teaching and relevant clinical experiences. Students learn self-discipline, professionalism, academic integrity, and gain confidence through meeting these challenges.

Classes are small and instruction is student-centered. In an age of global awareness and multi-cultural interaction, faculty in once-traditional areas of Arts and Sciences have created innovative new courses and redesigned existing offerings to prepare students for a broad range of careers and professions in the 21st century.

The College of Science and Humanities offers multiple degree programs:

Biology

Biology/Biochemistry Concentration

Biology/Environmental Science Concentration

English

Exercise Science

Health Sciences

Healthcare Administration and Public Health

Liberal Studies

Professional Communications

Pre-Medicine

Psychology

Undergraduate Programs in the School of Education:

Elementary Education

Secondary Education

Educational Studies

Biology

Features of the Program

The Biology Program is ideal for those exploring biological science or research careers. The program's flexible design allows students to create a customized curriculum tailored to their own interests. The degree includes classes that focus on biology at the molecular, cellular, organismal and population levels. Laboratory courses are provided in newly renovated, modern, well-equipped, multi-disciplinary teaching facilities. Relevant field studies involving plants, animals, and marine communities are also included in the program of study. The BS in Biology degree provides students with a broad background in the biological sciences in order to prepare them for jobs in research, industry, health care, environmental management and conservation, and/or 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. Specialized tracks in Biochemistry and Environmental Science prepare students for employment in these growing fields. Students majoring in Biology also frequently enter graduate research programs or seek admission to medical, dental, or other professional healthcare programs.

Programmatic Outcomes

1. Students will demonstrate knowledge of fundamental biological principles.
2. Students will apply analytical reasoning in order to solve biological problems.
3. Students will demonstrate behaviors expected of an entry-level professional.

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. Biology

General Education Courses		
EH 105	College Writing	3
HE 111	The Husson Experience ***	1
MS 132	Probability and Statistics	3
SC 181 & SL 181	Chemistry I and Chemistry Lab I	4
SC 383	Junior Science Seminar	3
Bridge Elective (or Open Elective)		3
Fine Arts Elective		3
Foreign Culture & Conversation Elective (or Open Elective)		3
Historical Elective		3
Humanities Elective		3
Literature Elective		3
Math I Elective		4
Perspectives Electives		6
Philosophical Elective		3
Psychological/Sociological Elective		3
Sustainability Elective (or Open Elective)		3

Professional Courses		
MS 212	Intermediate Applied Statistics	3
SC 182 & SL 182	Chemistry II and Chemistry Lab II	4
SC 191 & SL 191	General Biology I and General Biology Lab I	4
SC 192 & SL 192	General Biology II and General Biology Lab II	4
SC 240 & SL 240	Ecology and Ecology Lab	4
SC 291	Cell Biology	3
SC 334	General Genetics	3
SC 336	Evolution	
Biology Electives (100+)		6
Biology Electives (200+)		12
Physical Science Electives		6
Select one of the following:		3-4
SC 481	Senior Science Capstone Project I	
SC Elective (300+)		
Select one of the following:		3-4
SC 482	Biological Research & Laboratory Safety II	
SC Elective (300+)		
Open Electives		15
Total Hours		**121-123**

Suggested Course Sequence

First Year

Fall	Hours	Spring	Hours
EH 105 (or Foreign Culture and Conversation Elective)	3	EH 105 (or Foreign Culture and Conversation Elective)	3
HE 111***	1	SC 182 & SL 182	4
SC 181 & SL 181	4	SC 192 & SL 192	4
SC 191 & SL 191	4	Math I Elective	4
Psychological/Sociological Elective	3		
	15		**15**

Second Year

Fall	Hours	Spring	Hours
MS 132	3	SC 291	3
SC 240 & SL 240	4	Biology Elective (100+)	3
Biology Elective (100+)	3	Humanities Elective	3
Historical Elective	3	Literature Elective	3
Philosophical Elective	3	Sustainability Elective (or Open Elective)	3
	16		**15**

Third Year

Fall	Hours	Spring	Hours
SC 334	3	MS 212	3
SC 383	3	SC 336	3
Biology Elective (200+)	3	Biology Elective (200+)	3
Perspectives Elective	3	Fine Arts Elective	3
Physical Science Elective	3	Physical Science Elective	3
	15		**15**

Fourth Year

Fall	Hours	Spring	Hours
SC 481 (OR SC Elective 300+)	3-4	SC 482 (OR SC Elective 300+)	3-4
Biology Elective (200+)	3	Biology Elective (200+)	3
Bridge Elective (or Open Elective)	3	Open Elective	3
Perspectives Elective	3	Open Elective	3
Open Elective	3	Open Elective	3
	15-16		**15-16**

Total Hours: 121-123

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

B.S. Biology - Biochemistry

General Education Courses		
EH 105	College Writing	3
HE 111	The Husson Experience ***	1
MS 132	Probability and Statistics	3
MS 180	Precalculus with Trigonometry	4
SC 181 & SL 181	Chemistry I and Chemistry Lab I	4
SC 383	Junior Science Seminar	3
SL 287	Organic Chemistry I Laboratory	1
Bridge Elective (or Open Elective)		3
Fine Arts Elective		3
Foreign Culture & Conversation Elective		3
Historical Elective		3
Humanities Elective		3
Literature Elective		3
Perspectives Electives		6
Philosophical Elective		3
Psychological/Sociological Elective		3
Required Science Courses		
MS 181	Calculus with Applications	4
MS 182	Calculus II	4
MS 212	Intermediate Applied Statistics	3
SC 182 & SL 182	Chemistry II and Chemistry Lab II	4
SC 191 & SL 191	General Biology I and General Biology Lab I	4
SC 192 & SL 192	General Biology II and General Biology Lab II	4
SC 241 & SL 241	Microbiology for the Health Sciences and Microbiology Lab	4
SC 285 & SL 285	University Physics I and University Physics I (Laboratory)	4
SC 286 & SL 286	University Physics II and University Physics II Lab	4
SC 287	Organic Chemistry I	3
SC 288 & SL 288	Organic Chemistry II and Organic Chemistry II Laboratory	4
SC 291	Cell Biology	3
SC 334	General Genetics	3
SC 352	Biochemistry	3
SC 390	Biochemical and Molecular Methods	4
SC 450	Physical Biochemistry	5
Choose one of the following:		3
SC 481	Senior Science Capstone Project I	
SC Elective (300+)		
Choose one of the following:		3
SC 482	Biological Research & Laboratory Safety II	
SC Elective (300+)		
SC Elective (300+)		3
Open Elective		3
Total Hours		**121**

First Year

Fall	Hours	Spring	Hours
EH 105 (or Foreign Culture and Conversation Elective)	3	EH 105 (or Foreign Culture and Conversation Elective)	3
HE 111***	1	MS 181	4
MS 180	4	SC 182 & SL 182	4
SC 181 & SL 181	4	SC 192 & SL 192	4
SC 191 & SL 191	4		
	16		**15**

Second Year

Fall	Hours	Spring	Hours
MS 132	3	MS 212	3
MS 182	4	SC 288 & SL 288	4
SC 287 & SL 287	4	SC 291	3
Psychological/Sociological Elective	3	Literature Elective	3

		Philosophical Elective	3
	14		**16**

Third Year

Fall	Hours	Spring	Hours
SC 285 & SL 285	4	SC 241 & SL 241	4
SC 352	3	SC 286 & SL 286	4
SC 383	3	SC 390	4
Historical Elective	3		
Perspectives Elective	3		
	16		**12**

Fourth Year

Fall	Hours	Spring	Hours
SC 334	3	SC 482 (or SC Elective (300+)	3
SC 450	5	Humanities Elective	3
SC 481 (OR SC Elective (300+))	3	Perspectives Elective	3
Bridge Elective (or Open Elective)	3	SC Elective (300+)	3
Fine Arts Elective	3	Open Elective	3
	17		**15**

Total Hours: 121

*** May not be required for degree completion.

B.S. Biology - Environmental Science

General Education Courses		
BR 113	What if They're Right? Individual Responses to Climate Change	3
EH 105	College Writing	3
HE 111	The Husson Experience ***	1
HY 213	State and Local Government	3
MS 132	Probability and Statistics	3
MS 180	Precalculus with Trigonometry	4
SC 167	Energy and Society	3
SC 181 & SL 181	Chemistry I and Chemistry Lab I	4
SC 383	Junior Science Seminar	3
Fine Arts Elective		3
Foreign Culture and Conversation Elective		3
Humanities Elective		3
Literature Elective		3
Perspectives Electives		9
Philosophical Elective		3
Psychological/Sociological Elective		3

Required Science Courses		
BA 101 or BA 111	Introduction to Business Economic Geography	3
MS 212	Intermediate Applied Statistics	3
SC 134	Introduction to Geology	3
SC 141	Environmental Science	3
SC 142	Conservation Biology	3
SC 182 & SL 182	Chemistry II and Chemistry Lab II	4
SC 191 & SL 191	General Biology I and General Biology Lab I	4
SC 192 & SL 192	General Biology II and General Biology Lab II	4
SC 210 & SL 210	Marine Biology and Marine Biology Laboratory	4
SC 240 & SL 240	Ecology and Ecology Lab	4
SC 283	Environmental Inorganic Chemistry	3
SC 389	Environmental Sampling and Analysis	4
SC 481	Senior Science Capstone Project I	3
Environmental Science Electives 100+		6
Environmental Science Electives 200+		6-8
Environmental Science Electives 300+		3-4
Open Electives		9
Total Hours		**123-126**

First Year

Fall	Hours	Spring	Hours
EH 105 (or Foreign Culture and Conversation Elective)	3	EH 105 (or Foreign Culture and Conversation Elective)	3
HE 111***	1	SC 141	3
MS 180	4	SC 182 & SL 182	4
SC 181 & SL 181	4	SC 192 & SL 192	4
SC 191 & SL 191	4		
	16		**14**

Second Year

Fall	Hours	Spring	Hours
BR 113	3	MS 212	3
MS 132	3	SC 142	3
SC 134	3	SC 167	3
SC 283	3	Literature Elective	3
Environmental Science Elective (100+)	3	Psychological/Sociological Elective	3
	15		**15**

Third Year

Fall	Hours	Spring	Hours
HY 213	3	Environmental Science Elective (200+)	3-4
SC 210 & SL 210	4	Fine Arts Elective	3
SC 240 & SL 240	4	Humanities Elective	3
SC 383	3	Perspectives Elective	3
Environmental Science Elective (100+)	3	Open Elective	3
	17		**15-16**

Fourth Year

Fall	Hours	Spring	Hours
SC 389	4	BA 101 or 111	3
SC 481	3	Environmental Science Elective (300+)	3-4
Environmental Science Elective (200+)	3-4	Perspectives Elective	3
Perspectives Elective	3	Philosophical Elective	3
Open Elective	3	Open Elective	3
	16-17		**15-16**

Total Hours: 123-126

***
May not be required for degree completion.

Education

Features of the Programs

Program options in the School of Education are carefully designed to prepare future teachers to work with our nation's youth. There are currently four majors at the baccalaureate level in the Teacher Education Program that will lead to eligibility for certification granted by the Maine State Department of Education; Elementary Education (K-6), and Secondary Education (grades 6-12) with concentrations in English, Life Science, or Physical Science. 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 commitment to working successfully and supportively with learners in dynamic and diverse school settings.

The Educational Studies major is a baccalaureate-level program with a concentration in Elementary Education for those interested in working in an alternative setting. This program prepares students through an internship experience for working in non-classroom settings or in community-based, youth-serving programs like those offered at the Y, museums, and non-profit educational organizations.

All School of Education programs feature integrated learning experiences, including field placements in the community. Throughout their classroom instruction, students are exposed to national and state standard curriculum frameworks. During coursework and field experiences, pre-service teachers become increasingly knowledgeable about theoretical models, curriculum and assessment practices, educational technology, diversity and multiculturalism, classroom management, differentiated instruction, and professional collaboration.

Graduates of the School of Education are equipped to compete for positions in Maine as well as nationally. They begin their careers as confident professionals ready to embrace their role in preparing their own students for work, higher education, citizenship, and personal fulfillment.

Teacher Education Program Vision and Mission Statement

It is our vision to provide exceptional guidance that develops a firm foundation of pedagogical, as well as content knowledge while supporting graduates to assume leadership roles in the practice, research, and administration of the teaching profession.

The mission of the Teacher Education Program is to prepare and graduate highly proficient and dedicated professionals in education, who are committed to evidence-based principles and practices.

Graduates will:

- Establish a repertoire of strategies for meaningfully engaging students in the learning process,
- Be respected role models in communicating a genuine love of learning and an interest in supporting the unique needs of each student,
- Prepare to make significant contributions to the communities in which they choose to live as they share their talents and promote education.

Programmatic Outcomes

Students will demonstrate proficiency in:

- Learner Development
- Learning Differences
- Learning Environments
- Content Knowledge
- Application of Content
- Assessment
- Planning for Instruction
- Instructional Strategies
- Professional Learning and Ethical Practice
- Leadership and Collaboration

Our Conceptual Framework

The conceptual framework supports the mission and guides Teacher Education in the context of the mission of Husson University. These Husson School of Education programs are built on a strong theoretical framework that promotes effective instructional strategies, content knowledge, professional dispositions, current technologies, and research-based best practices. The relevant and rigorous coursework and rich experiences provided to learners have been designed to prepare scholars

for professional endeavors in a diverse, pluralistic, and rapidly-changing society.

Admissions Policies

Please see Husson's Admission Website for current admission information.

The following admission requirements apply for students wishing to enter into the Pathways II Alternative Teacher Certification Program:

- Earned undergraduate degree from an accredited college/university
- C+ in all courses accepted as required courses from an undergraduate program
- Education courses taken more than five years ago may not be considered for credit.

Progression Requirements

Undergraduates in Teacher Education Programs leading to certification (including Pathways students) must maintain an overall grade point average of 2.7. Undergraduates in Educational Studies must maintain an overall 2.2 cumulative grade-point average. Transfer students must complete a minimum of 30 credit hours at Husson to be eligible for graduation. Pathways students are required to take a minimum of 9 credits at Husson prior to Student Teaching.

Grade Requirements (Incompletes and Withdrawals)
Teacher education majors in certification programs must pass all education courses with a C+ (77%) or better and if needed must repeat the course at the next available offering. Education courses may be repeated only once. No student can re-take more than 2 education courses. There is a limit of 2 Incompletes and 2 Withdrawals from any courses.

Teacher Candidacy:
Teacher Candidacy is generally a prerequisite to enrolling in core education courses and student teaching. Prior to acceptance as a Teacher Candidate, all Education students are in Pre-Candidacy status. Education majors in programs leading to certification are required to apply for Teacher Candidacy at the beginning of the third or fourth semester immediately following the semester a student reaches 45 credits. Teacher Candidacy is not applicable to Educational Studies majors.

The Teacher Candidacy Application is initiated at the beginning of the third or fourth semester and submitted to each student's advisor on or about March 15th. The application usually includes the following:

- Documentation of Fingerprinting on file in School of Education
- Completion of Online Background Check through CastleBranch.org
- "Why I Want to be a Teacher" Essay (usually completed in ED 201)
- Completion of Dispositions Self-Reflection
- GPA of 2.7 overall, C+ or better in all Education courses (printed from student portal)
- Completion of 20 hrs. Community Service (signed by advisor, on file in the School of Education)
- Passing *Praxis CORE Scores on file in School of Education (as reported by ETS)

***Praxis**
On June 16, 2021, Governor Mills signed LD 1189, legislation that removes the Praxis exams from the Maine Teacher Certification requirements for students who have successfully graduated from an approved Teacher Preparation program. Given this information, the faculty in the Teacher Preparation program made the decision that passage of Praxis Core and Praxis II will no longer be a mandatory programmatic requirement. We continue to strongly recommend that students take the Praxis exams to increase marketability when seeking employment upon graduation but at this time, it is not required for progression in the program.
Required Background Checks and Screening

Two levels of background check must be completed early in the program. Fingerprinting through the Maine Department of Education and a background check through CastleBranch are **both** required before students can participate in field experiences. A criminal record may jeopardize completion of a student's coursework and degree requirements, as well as licensure by the state professional regulating body.

Technical Standards

The technical standards listed below are minimal technical requirements for admission to, progression within, and graduation from this professional program. The requirements are grouped into emotional, cognitive, social, communication, physical and health/safety requirements.

Teacher Education requires not only the acquisition of academic knowledge but also technical skills, professional attitudes, and professional behaviors. Before program completion, graduates must acquire a broad base of knowledge and skills required to be effective, safe, and competent teachers. In order to accomplish this goal, candidates must demonstrate key functions in an independent manner with reasonable accommodations, if needed. In addition, in order to participate fully in the program, teacher education candidates are required to travel to settings in the community that may have unpredictable environments.

Cognitive Requirements

The candidates must exhibit cognitive skills necessary for problem solving, reasoning, and judgment in a fast-paced environment. Candidates must integrate a variety of material with increasing complexity presented throughout the curriculum including presentations, class discussions, cooperative learning, and readings from textbooks, journals, and student assessment records. A teacher needs to observe details around him or her, register multiple stimuli, and make multiple decisions, all the while engaging students and addressing standards. Candidates must be able to identify and respond accurately to factual information as well as subtle non-verbal cues of mood, temperament, and gestures provided by others. Candidates must be attentive and be able to focus for the duration of class and field experiences to fully participate in the learning environment.

Social Requirements

The candidate must demonstrate appropriate social skills for forming and maintaining relationships with a variety of people including faculty, peers, mentor teachers, students, and the families/guardians of students. Candidates must demonstrate the ability to participate as effective group members. Flexibility and maturity in all interactions is required for this program. Verbal and non-verbal communication and interactions must be respectful, civil and professional in manner,

demeanor, and tone. Personal grooming, hygiene, and attire must meet professional standards.

Communication Requirements

Communication skills include oral speech, reading, and writing. Candidates must demonstrate sufficient skills to effectively communicate in written and oral English with faculty, peers, students in the classroom, in field placement settings, and the community.

Emotional Requirements

The candidate must demonstrate sufficient emotional stability to perform under stress produced by both academic study and the necessity of performing teaching related tasks in simulated and real situations while being observed by faculty, peers, mentor teachers, and others. Candidates must demonstrate the endurance to adapt to an emotionally demanding program. Candidates must be able to tolerate varying stress levels that can occur in the course of achieving success while adhering to the professional standards and requirements of the program.

Physical Requirements (Can be met through reasonable accommodations)

1. Motor

Candidates must demonstrate the endurance to adapt to a physically demanding program. Candidates must demonstrate sufficient motor function to participate in a traditional classroom setting. They must be able to execute motor movements reasonably required to teach, including the endurance to work full time in an active environment.

2. **Speech**

Candidates must demonstrate the ability to speak clearly and be heard and understood in face-to-face communication and on the telephone or other media in order to communicate with faculty, peers, mentor teachers, students, other education personnel, and the families/ guardians of students.

3. **Vision**

Candidates must be able to observe students and obtain relevant, meaningful assessment information from this observation. As such, candidates must have visual perception, which includes peripheral vision, depth and acuity. They must also be able to read documents such as student records, textbooks, and computer screens.

4. **Hearing**

A candidate's hearing must be sufficient to accurately hear voices on the telephone or through other media, discriminate sounds in the environment for safety, communicate with people, and listen to and assess students in classroom settings and field placements.

Reasonable Accommodation

The Husson University Teacher Education Program in the School of Education will provide reasonable accommodation to qualified students with a disability so they can meet these technical standards in accordance with the Rehabilitation Act of 1973 and the Americans with Disability Act of 1990. Whether or not a requested accommodation is reasonable will be determined on an individual basis. Determining what is a reasonable accommodation is an interactive process which the candidate must initiate with the Director of Accessibility Services in the Center for Student Success who can be reached at 207-992-1934 or accessibility@husson.edu.

B.S. Elementary Education (K-6)

In this program, students engage in school-based experiences at the elementary and middle school levels. Education courses and field experiences emphasize concepts of developmentally appropriate practices, effective grouping techniques, integrated curricular instruction, 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 strengths within a regular classroom setting. Graduates should flexibly and strategically apply their knowledge in ways that motivate all students to achieve.

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 performance, both academic and professional.

General Education Requirements		
ED 252	The Psychology of Learning	3
ED 328	Children's Literature	3
ED 332	Methods in Teaching Writing in the Schools	3
EH 105	College Writing	3
HE 111	The Husson Experience ***	1
HY 111	United States History I	3
HY 222	Social Studies for Educators	3
MS 132	Probability and Statistics	3
PH 110	Introduction to Ethics	3
PY 111	General Psychology	3
PY 141	Human Growth and Development	3
SC 104	Organismal Biology	3
SC 262	Integrated Physical Science II	3
Fine Arts Elective		3
Foreign Culture and Conversation Elective		3
Literature Elective		3
Math I Elective		4
Professional Program Requirements		
ED 201 & ED 203	Phil Foundations of Education and Clinical Experience	3
ED 204 & ED 310	Classroom Management and Educational Practicum I	4
ED 233	Curriculum & Instruction	3
ED 307	Technology in Education	3
ED 314	Assessment Practices	3
ED 316 & ED 320	Methods in Science and Education Practicum II	4
ED 321	Educating Exceptional Students	3
ED 404 & ED 430	Methods in Reading and Educational Practicum III	4
ED 408	Methods in Language Arts	3
ED 409	Methods in Mathematics	3
ED 415	Methods in Social Studies	3

ED 450	Student Teaching/Seminar in Teaching	15
MS 160	Mathematics for Elementary Teachers	3
PY 322	Cultural Competency	3
SC 261	Integrated Physical Science I	3
Content Electives		12
Total Hours		**122**

Suggested Course Sequence

First Year

Fall	Hours	Spring	Hours
ED 201	3	ED 233	3
ED 203	0	MS 132	3
EH 105 or PH 110	3	PH 110 or EH 105	3
HE 111***	1	PY 141	3
PY 111	3	Foreign Cult. & Conv. Elect.	3
Math I Elective	4		
	14		**15**

Second Year

Fall	Hours	Spring	Hours
ED 204	3	ED 252	3
ED 310	1	ED 321	3
ED 314	3	SC 261	3
HY 111	3	Literature Elective	3
MS 160	3	Content Elective	3
SC 104	3		
	16		**15**

Third Year

Fall	Hours	Spring	Hours
ED 328	3	ED 307	3
ED 408	3	ED 316^	3
HY 222	3	ED 320^	1
SC 262	3	ED 332	3
Content Elective	3	Content Elective	3
		Fine Arts Elective	3
	15		**16**

Fourth Year

Fall	Hours	Spring	Hours
ED 404^	3	ED 450	15
ED 409	3		
ED 415	3		
ED 430^	1		
PY 322	3		
Content Elective	3		
	16		**15**

Total Hours: 122

^ Indicates a practicum is attached to the identified course

*** 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 6 through 12. Students may attain endorsements under Chapter 115 in the following areas: English, Life Science, or Physical Science. To prepare students for teacher certification, the School of Education 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. Student teaching is one of the experiential learning requirements, and the seminar in teaching includes developing an electronic portfolio based on the cumulative experiences students have had to indicate their accomplishment in the program. Student teaching is scheduled in the final semester of study.

Program experiences in Secondary Education include four areas:

Liberal Arts: General Education Courses

A strong liberal arts experience is essential to being a successful secondary education teacher. Liberal arts courses include experiences in English, mathematics, sciences, psychology, ethics, and history. 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 21st-century educators. Courses in these areas include philosophical foundations of education, educational psychology, educating exceptional students, technology, diversity and multiculturalism, 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 middle school and high school are emphasized.

Clinical Experience, Practicum Experiences, and Student Teaching

There is one non-credit clinical experience, three one-credit hour practicum experiences, and a fifteen-credit hour 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

Three practicum experiences move students beyond the observation stage and allow them to become active participants in the classroom. They are completed in conjunction with coursework, ensuring rich opportunities for connecting theory to practice. Class assignments are carefully linked to field placement work.

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 their student teaching experience. Embedded within this final semester is a capstone seminar for which students are required to return to campus weekly. 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. Maine's Teaching Standards and teacher effectiveness best practices provide the framework for this experience.

B.S. in Secondary Education English Concentration (6-12)

General Education Courses		
ED 252	The Psychology of Learning	3
EH 105	College Writing	3
EH 275	Creative Writing Workshop	3
EH 352	Advanced Writing Internship	3
HE 111	The Husson Experience ***	1
MS 132	Probability and Statistics	3
PH 110	Introduction to Ethics	3
PY 111	General Psychology	3
PY 141	Human Growth and Development	3
Fine Arts Elective		3
Foreign Culture and Conversation Elective		3
Historical Elective		3
Humanities Elective		3
Lab Science Elective		3 - 4
Literature Elective (300+)		3
Math I Elective		4
Sustainability Elective		3
English Courses		
EH 229	Introduction to Poetry	3
or EH 230	Introduction to the Short Story	
or EH 232	Introduction to Drama	
or EH 233	Introduction to the Novel	
EH 234	American Literature I	3
or EH 235	American Literature II	
EH 241	British Literature I	3
or EH 242	British Literature II	
EH 251	World Literature I	3
or EH 252	World Literature II	
English Elective		6
Education Courses		
ED 201 & ED 203	Phil Foundations of Education and Clinical Experience	3
ED 204	Classroom Management ^	3
ED 233	Curriculum & Instruction	3
ED 307	Technology in Education	3
ED 310	Educational Practicum I ^	1
ED 314	Assessment Practices	3
ED 319	Methods in Secondary English ^^^	3
ED 320	Education Practicum II ^^	1
ED 321	Educating Exceptional Students	3
ED 324	Young Adult Literature	3
ED 404	Methods in Reading ^^	3
ED 430	Educational Practicum III ^^^	1
ED 450	Student Teaching/Seminar in Teaching	15
PY 322	Cultural Competency	3
or BR 300	Diversity and the Sociology of Education	
Open Elective		6
Total Hours		**122-123**

Suggested Course Sequence

First Year

Fall	Hours	Spring	Hours
ED 201 & ED 203	3	ED 233	3
EH 105	3	MS 132	3
HE 111***	1	PH 110	3
PY 111	3	PY 141	3
Math I Elective	4	Lab Science Elective	3 - 4
	14		**15-16**

Second Year

Fall	Hours	Spring	Hours
ED 204 & ED 310	4	ED 252	3
ED 314	3	ED 321	3
EH 234 or 235	3	ED 324	3
EH 241 or 242	3	EH 251 or 252	3
Open Elective	3	Historical Elective	3
		Open Elective	3
	16		**18**

Third Year

Fall	Hours	Spring	Hours
ED 404 & ED 320	4	ED 307	3

EH 229, 230, 232, or 233	3	EH 275	3
English Elective	3	PY 322 or BR 300	3
Fine Arts Elective	3	English Elective	3
		Sustainability Elective	3
	13		**15**

Fourth Year

Fall	Hours	Spring	Hours
ED 319 & ED 430	4	ED 450	15
EH 352	3		
Foreign Culture and Conversation Elective	3		
Humanities Elective	3		
Literature Elective (300+)	3		
	16		**15**

Total Hours: 122-123

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

^ ^ Practicum I taken with ED 204

^^ ^^ Practicum II taken with ED 404

^^^ Practicum III taken with ED 319

B.S. in Secondary Education Life Sciences Concentration (6-12)

General Education Courses

ED 332 & ED 320	Methods in Teaching Writing in the Schools and Education Practicum II	4
EH 105	College Writing	3
HE 111	The Husson Experience***	1
MS 132	Probability and Statistics	3
MS 180	Precalculus with Trigonometry	4
or MS 181	Calculus with Applications	
or MS 182	Calculus II	
PH 110	Introduction to Ethics	3
PY 111	General Psychology	3
PY 141	Human Growth and Development	3
SC 191 & SL 191	General Biology I and General Biology Lab I	4
Fine Arts Elective		3
Foreign Culture and Conversation Elective		3
Historical Elective		3
Literature Elective		3
Perspectives Electives		6
Sustainability Elective		3

Education Courses

ED 201 & ED 203	Phil Foundations of Education and Clinical Experience	3
ED 204 & ED 310	Classroom Management and Educational Practicum I	4
ED 233	Curriculum & Instruction	3
ED 314	Assessment Practices	3
ED 252	The Psychology of Learning	3
ED 307	Technology in Education	3
ED 317 & ED 430	Methods in Secondary Science and Educational Practicum III	4
ED 321	Educating Exceptional Students	3
ED 450	Student Teaching/Seminar in Teaching	15
PY 322	Cultural Competency	3

Concentrations

SC 180 & SL 180	Principles of Gen Chemistry and Prin of Gen Chemistry Lab I	4
SC 192 & SL 192	General Biology II and General Biology Lab II	4
SC 221 & SL 221	Anatomy and Physiology I and Anat/Physiology Lab I	4
SC 222 & SL 222	Anatomy and Physiology II and Anatomy/Physiology Lab II	4
SC 240 & SL 240	Ecology and Ecology Lab	4
SC 261	Integrated Physical Science I	3
SC 334	General Genetics	3
SC 336	Evolution	3
Total Hours		**122**

Suggested Course Sequence

First Year

Fall	Hours	Spring	Hours
ED 201 & ED 203	3	ED 233	3
EH 105	3	MS 132	3
HE 111***	1	PH 110	3
MS 180, 181, or 182	4	PY 111	3
SC 191 & SL 191	4	SC 192 & SL 192	4
	15		**16**

Second Year

Fall	Hours	Spring	Hours
ED 204 & ED 310	4	ED 314	3
SC 221 & SL 221	4	PY 141	3
SC 240 & SL 240	4	SC 180 & SL 180	4
Sustainability Elective	3	SC 222 & SL 222	4
	15		**14**

Third Year

Fall	Hours	Spring	Hours
ED 321	3	ED 252	3
ED 332 & ED 320	4	SC 261	3
PY 322	3	Foreign Culture and Conversation Elective	3
SC 334	3	Historical Elective	3
Perspectives Elective	3	Literature Elective	3
		Perspectives Elective	3
	16		**18**

Fourth Year

Fall	Hours	Spring	Hours
ED 307	3	ED 450	15
ED 317 & ED 430	4		
SC 336	3		
Fine Arts Elective	3		
	13		**15**

Total Hours: 122

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

B.S. in Secondary Education Physical Science Concentration (6-12)

General Education Courses		
ED 252	The Psychology of Learning	3
ED 332 & ED 320	Methods in Teaching Writing in the Schools and Education Practicum II	4
EH 105	College Writing	3
HE 111	The Husson Experience ***	1
MS 132	Probability and Statistics	3
MS 181	Calculus with Applications	4
PH 110	Introduction to Ethics	3
PY 111	General Psychology	3
PY 141	Human Growth and Development	3
SC 181 & SL 181	Chemistry I and Chemistry Lab I	4
SC 262	Integrated Physical Science II	3
Fine Arts Elective		3
Foreign Culture and Conversation Elective		3
Historical Elective		3
Literature Elective		3
Perspectives Electives		6
Education Courses		
ED 201 & ED 203	Phil Foundations of Education and Clinical Experience	3
ED 204 & ED 310	Classroom Management and Educational Practicum I	4
ED 233	Curriculum & Instruction	3
ED 307	Technology in Education	3
ED 314	Assessment Practices	3
ED 317 & ED 430	Methods in Secondary Science and Educational Practicum III	4
ED 321	Educating Exceptional Students	3
ED 450	Student Teaching/Seminar in Teaching	15
PY 322	Cultural Competency	3
Concentrations		
MS 180	Precalculus with Trigonometry	4
SC 182 & SL 182	Chemistry II and Chemistry Lab II	4
SC 191 & SL 191	General Biology I and General Biology Lab I	4
SC 285 & SL 285	University Physics I and University Physics I (Laboratory)	4
SC 286 & SL 286	University Physics II and University Physics II Lab	4
SC 283	Environmental Inorganic Chemistry	3
SC Electives		6
Total Hours		**122**

Suggested Course Sequence

First Year

Fall	Hours	Spring	Hours
EH 105 or PH 110	3	ED 233	3
ED 201	3	MS 180	4
ED 203	0	PH 110 or EH 105	3
HE 111 or ***	1	PY 111	3
SC 181 & SL 181	4	SC 182 & SL 182	4
SC 191 & SL 191	4		
	15		**17**

Second Year

Fall	Hours	Spring	Hours
ED 204 & ED 310	4	ED 252	3
ED 314	3	ED 321	3
MS 132	3	MS 181	4
PY 141	3	Literature Elective	3
SC 262	3	Perspectives Elective	3
	16		**16**

Third Year

Fall	Hours	Spring	Hours
ED 332 & ED 320	4	SC 283	3
SC 285 & SL 285	4	SC 286 & SL 286	4
Foreign Culture and Conversation Elective	3	Historical Elective	3
SC Elective	3	SC Elective	3
	14		**13**

Fourth Year

Fall	Hours	Spring	Hours
ED 307	3	ED 450	15
ED 317 & ED 430	4		
PY 322	3		
Fine Arts Elective	3		
Perspectives Elective	3		
	16		**15**

Total Hours: 122

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

B.S. Educational Studies - Elementary Education

For those interested in working in a non-classroom setting, the educational studies major offers students the option of a non-certification concentration. A student completes a six credit hour internship that provides exposure to an alternative educational setting such as the YMCA, Maine Discovery Museum, or non-profit organizations. This concentration is uniquely designed to parallel the certification program. If the student were to pursue certification, all required coursework, with the exception of student teaching would be completed.

General Education Courses

ED 252	The Psychology of Learning	3
ED 328	Children's Literature	3
ED 332	Methods in Teaching Writing in the Schools ^^^	3
EH 105	College Writing	3
HE 111	The Husson Experience ***	1
HY 111	United States History I	3
HY 222	Social Studies for Educators	3
MS 132	Probability and Statistics	3
PH 110	Introduction to Ethics	3
PY 111	General Psychology	3
PY 141	Human Growth and Development	3
SC 104	Organismal Biology	3
SC 262	Integrated Physical Science II	3
Fine Arts Elective		3
Foreign Culture and Conversation Elective		3
Literature Elective		3
Math I Elective		4

Professional Educational Courses

BR 300 or PY 322	Diversity and the Sociology of Education Cultural Competency	3
ED 201	Phil Foundations of Education	3
ED 203	Clinical Experience	0
ED 204	Classroom Management ^	3
ED 233	Curriculum & Instruction	3
ED 307	Technology in Education	3
ED 314	Assessment Practices	3
ED 310	Educational Practicum I ^	1
ED 316	Methods in Science ^^	3
ED 320	Education Practicum II ^^	1
ED 321	Educating Exceptional Students	3
ED 404	Methods in Reading ^^^	3
ED 408	Methods in Language Arts	3
ED 409	Methods in Mathematics ^^	3
ED 415	Methods in Social Studies	3
ED 422	Educational Studies	6
ED 430	Educational Practicum III ^^^	1
MS 160	Mathematics for Elementary Teachers	3
SC 261	Integrated Physical Science I	3
Content Elective		21
Total Hours		**122**

Suggested Course Sequence

First Year

Fall	Hours	Spring	Hours
ED 201	3	ED 233	3
ED 203	0	MS 132	3
EH 105 or PH 110	3	PH 110 or EH 105	3
HE 111***	1	PY 141	3
PY 111	3	Foreign Culture and Conversation Elective	3
Math I Elective	4		
	14		**15**

Second Year

Fall	Hours	Spring	Hours
ED 204	3	ED 252	3
ED 310	1	ED 321	3
ED 314	3	SC 261	3
HY 111	3	Content Elective	3
MS 160	3	Literature Elective	3

SC 104	3		
	16		**15**
Third Year			
Fall	**Hours**	**Spring**	**Hours**
ED 328	3	ED 307	3
ED 408	3	ED 316	3
HY 222	3	ED 320	1
SC 262	3	ED 332	3
Content Elective	3	Fine Arts Elective	3
		Content Elective	3
	15		**16**
Fourth Year			
Fall	**Hours**	**Spring**	**Hours**
BR 300 or PY 322	3	ED 422	6
ED 404	3	Content Elective	3
ED 409	3	Content Elective	3
ED 415	3	Content Elective	3
ED 430	1		
Content Elective	3		
	16		**15**
Total Hours: 122			

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

^ Practicum I taken with ED 204

^^ Practicum II taken with ED 316 or ED 409

^^^ Practicum III taken with ED 332 or ED 404

Certificate in Elementary Education (K-6)

Husson's Elementary Education - Teacher Certification program is designed to prepare individuals who already possess a Bachelor's degree for K-6 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 have six (6) credits in the following areas as part of the degree or complete the required electives indicated below: math, science, social studies, and English/language arts.

Required Courses		
ED 204	Classroom Management	3
ED 233	Curriculum & Instruction	3
ED 314	Assessment Practices	3
ED 316	Methods in Science	3
ED 321	Educating Exceptional Students	3
ED 404	Methods in Reading	3
ED 408	Methods in Language Arts	3
ED 409	Methods in Mathematics	3
ED 415	Methods in Social Studies	3
ED 450	Student Teaching/Seminar in Teaching **	15
Required Electives		
English		6
Mathematics		6
Science		6
Social Studies		6
Additional Requirements		
*Pathways Candidates must have earned a minimum of a C+ on all Required Electives		
*Pathways Candidates must earn a C+ on all Required Courses		
*Methods courses transferred in must have been taken within the past five (5) years		
*A minimum of nine (9) credits hours of Methods courses must be completed at Husson University		
Recommended		
Educational Practicum, ED 307 Technology in Education, Diversity Elective		
Total Hours		**66**

Students must provide documentation of fingerprinting and background check at time of application for Student Teaching.

Pathways Certificates in Secondary Education (6-12)

Husson's Secondary Education Teacher Certification programs are designed to prepare individuals who already possess a Bachelor's degree to earn Grades 6-12 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 Maine's Teaching Standards. 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.

Concentrations in:

- **English**
- **Life Science**

- **Physical Science**

Certificate in Secondary Education (6-12) - English

ED 204	Classroom Management	3
ED 233	Curriculum & Instruction	3
ED 314	Assessment Practices	3
ED 319	Methods in Secondary English	3
ED 321	Educating Exceptional Students	3
ED 324	Young Adult Literature	3
ED 450	Student Teaching/Seminar in Teaching	15
English Credits		24
Total Hours		**57**

Additional Requirements:

Students must provide documentation of fingerprinting and background check at time of application for Student Teaching.

Pathway candidates must have a C+ or better in all education and English content courses.

A minimum of nine (9) credit hours of education courses, including secondary methods courses, must be completed at Husson University.

Additional Recommended courses:
Education Practicum I - ED 310

Technology in Education - ED 307

Diversity Elective

Certificate in Secondary Education (6-12) - Life Science

ED 204	Classroom Management	3
ED 233	Curriculum & Instruction	3
ED 314	Assessment Practices	3
ED 317	Methods in Secondary Science	3
ED 321	Educating Exceptional Students	3
ED 450	Student Teaching/Seminar in Teaching	15
Required Science Content		24
Total Hours		**54**

Students must provide documentation of fingerprinting and background check at time of application for Student Teaching.

Pathway candidates must have a C+ or better in all education and science content courses.

A minimum of nine (9) credit hours of education courses, including secondary methods courses, must be completed at Husson University.

Additional Recommended courses:
Education Practicum I -

Technology in Education -

Diversity Elective

Certificate in Secondary Education (6-12) - Physical Science

ED 204	Classroom Management	3
ED 233	Curriculum & Instruction	3
ED 314	Assessment Practices	3
ED 317	Methods in Secondary Science	3
ED 321	Educating Exceptional Students	3
ED 450	Student Teaching/Seminar in Teaching	15
Required Science Content		24
Total Hours		**54**

Students must provide documentation of fingerprinting and background check at time of application for Student Teaching.

Pathway candidates must have a C+ or better in all education and science content courses.

A minimum of nine (9) credit hours of education courses, including secondary methods courses, must be completed at Husson University.

Additional Recommended courses:
Education Practicum I - ED 310

Technology in Education - ED 307

Diversity Elective

English

Features of the Program

The Bachelor of Science in English program gives students exceptional written and oral communication skills, training in personal and professional critical thinking, preparation for various fields of graduate study and a sequence of courses that complement most other Husson degree programs. A bachelor's degree in English prepares modern learners for careers in advertising/journalism, corporate communications, public relations/marketing, research, as well as professional and technical writing and teaching. Students with a double major or minor in English have an employment edge because of valuable communication, critical thinking, and problem solving skills gained through this program.

Programmatic Outcomes

1. Use digital literacy to analyze and create multimodal texts.
2. Demonstrate digital literacy, including the abilities to use multimodal resources to communicate effectively.
3. Demonstrate oral communications skills for diverse audiences.
4. Demonstrate academic and professional writing abilities for diverse rhetorical situations.
5. Use rhetorical concepts and generic conventions to perform critical close readings of complex texts.
6. Describe how texts are situated within cultural and social contexts.

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. English

General Education Courses		
EH 105	College Writing	3
EH 234	American Literature I	3
or EH 235	American Literature II	
HE 111	The Husson Experience ***	1
Adv. Prof. Writing Elective(Must qualify as Writing Intensive Elective)		3
Bridge Elective		3
Fine Arts Elective		3
Foreign Culture and Conversation Elective		3
Historical Elective		3
Humanities Elective		3
Math I Elective		4
Math II Elective		3-4
Lab Science Elective		3-4
Perspectives Electives		9
Philosophical Elective		3
Psychological/Sociological Elective		3
Sustainability Elective		3
Major Courses		
Choose one of the following:		3
EH 229	Introduction to Poetry	
EH 230	Introduction to the Short Story	
EH 232	Introduction to Drama	
EH 233	Introduction to the Novel	
EH 241	British Literature I	3
or EH 242	British Literature II	
EH 251	World Literature I	3
or EH 252	World Literature II	
EH 401	English Senior Capstone Experience	3
or EH 411	Seminar in Literature	
Advanced Lit. Elective (300+)		6
English Electives		15
Open Electives		36
Total Hours		**122-124**

Suggested Course Sequence

First Year

Fall	Hours	Spring	Hours
EH 105	3	Fine Arts Elective	3
HE 111***	1	Historical Elective	3
Math I Elective	4	Lab Science Elective	3-4
Foreign Culture and Conversation Elective	3	Math II Elective	3-4
Philosophical Elective	3	Open Elective	3
Psychological or Sociological Elective	3		
	17		**15-17**

Second Year

Fall	Hours	Spring	Hours
EH 234 or 235	3	EH 229, 230, 232, or 233	3
EH 241 or 242	3	EH 251 or 252	3
Humanities Elective	3	Bridge Elective	3
Perspectives Elective	3	Perspectives Elective	3
Sustainability Elective	3	Open Elective	3
	15		**15**

Third Year

Fall	Hours	Spring	Hours
Adv. Prof. Writing Elective (Must also satisfy Writing Intensive Elective)	3	Advanced Literature Elective (300+)	3
English Elective	3	English Elective	3
Perspectives Elective	3	English Elective	3
Open Elective	3	Open Elective	3
Open Elective	3	Open Elective	3
	15		**15**

Fourth Year

Fall	Hours	Spring	Hours
Adv. Lit. Elective (300+)	3	EH 401 or 411	3
English Elective	3	English Elective	3
Open Elective	3	Open Elective	3
Open Elective	3	Open Elective	3
Open Elective	3	Open Elective	3
	15		**15**

Total Hours: 122-124

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

Exercise Science

Graduates of the Bachelor of Science in Exercise Science program are trained to assess fitness levels of individuals or groups and then design and implement exercise plans for people who may be healthy or who may have been compromised by disease or injury. Exercise scientists also evaluate risk factors and motivate people toward healthy behaviors in a variety of settings. Employment opportunities include work in medical, private, commercial and sports fitness facilities as well as clinical settings such as cardiac and pulmonary rehabilitation. Other graduates may move on to graduate school, medical school or research careers.

The Bachelor of Science in Exercise Science is also the baccalaureate degree for the Doctor of Physical Therapy graduate program at the university.

Programmatic Outcomes

1. Describe terms and concepts related to the human body
2. Describe fitness and health data
3. Develop and design programming to improve or maintain fitness and health

B.S. Exercise Science

GENERAL EDUCATION COURSES		
EH 105	College Writing	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
or MS 181	Calculus with Applications	
or MS 182	Calculus II	
PY 111	General Psychology	3
PY 141	Human Growth and Development	3
SC 181 & SL 181	Chemistry I and Chemistry Lab I	4
SC 356	Nutrition for Health and Exercise Performance	3
SY 201	Principles of Sociology	3
Bridge Elective (must also qualify as a Exercise Science Elective)		3
Fine Arts Elective		3
Foreign Culture & Conversation Elective		3
Historical Elective		3
Humanities Elective		3
Literature Elective		3
Philosophical Elective		3
SCIENCE COURSES		
SC 106	Introduction to Exercise Science	3
SC 182 & SL 182	Chemistry II and Chemistry Lab II	4
SC 191 & SL 191	General Biology I and General Biology Lab I	4
SC 221 & SL 221	Anatomy and Physiology I and Anat/Physiology Lab I	4
SC 222 & SL 222	Anatomy and Physiology II and Anatomy/Physiology Lab II	4
SC 224	Research Design	3
SC 271 & SL 271	Physics I and Physics Lab I	4
SC 272 & SL 272	Physics II and Physics Lab II	4
SC 291	Cell Biology	3
SC 292	Epidemiology	3
SC 330	Exercise Physiology	3
SC 340	Anatomical Basis of Kinesiology	3
SC 353	Principles of Strength and Cardiovascular Conditioning	3
SC 360	Biomechanics & Kinesiology in Human Performance	3
SC 401	Exercise Testing and Interpretation	3
SC 402	Exercise Training for Health and Performance	3
SC 403	Prevention and Management of Chronic Disease	3
SC 410	Motor Learning in Human Performance	3
SC 481	Senior Science Capstone Project I	3
SM 407	Psychology of Sport	3
Exercise Science Electives		6
Total Hours		**123**

First Year

Fall	Hours	Spring	Hours
HE 111***	1	EH 105	3
SC 106	3	MS 132	3
SC 181 & SL 181	4	MS 180, 181, or 182	4
SC 191 & SL 191	4	SC 182 & SL 182	4
SY 201	3	SC 291	3
	15		**17**

Second Year

Fall	Hours	Spring	Hours
PY 111	3	PY 141	3
SC 221 & SL 221	4	SC 222 & SL 222	4
Fine Arts Elective	3	Exercise Science Elective*	3
Historical Elective	3	Humanities Elective	3
Philosophical Elective	3	Literature Elective	3
	16		**16**

Third Year

Fall	Hours	Spring	Hours
EH 360	3	SC 272 & SL 272	4
SC 224	3	SC 292	3
SC 271 & SL 271	4	SC 330	3
SC 340	3	SC 353	3
Exercise Science Elective	3	SC 360	3
	16		**16**

Fourth Year

Fall	Hours	Spring	Hours
SC 356	3	SC 402	3
SC 401	3	SC 403	3

SM 407	3	SC 410	3
Exercise Science Elective(must also qualify as a Bridge Elective)	3	SC 481	3
Foreign Culture and Conversation Elective	3		
	15		**12**

Total Hours: 123

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

Health Sciences

The undergraduate Bachelor of Science degree in Health Sciences prepares students for graduate study in professional health fields including physician's assistant, veterinary medicine, or optometry. The program gives students the flexibility to prepare for a wide range of health-focused careers as it fulfills the general requirements for entry into most graduate-level health professional programs. 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 want to complete a graduate degree in physical therapy or pharmacy here at Husson.

Students interested in preparing for admission to medical school may wish to explore the Pre-Medicine program. [Hyperlink to Pre-Medicine page.]

Pre-Pharmacy
Students interested in a pre-pharmacy curriculum are offered admission to the Health Sciences degree program. Qualified students in this pre-professional track may apply to the Husson School of Pharmacy during their second year of study at the university for third-year entry into the professional phase. Husson students are guaranteed admission to the professional pharmacy program if they meet all the relevant criteria.

Programmatic Outcomes

1. Students will demonstrate knowledge of fundamental biological principles.
2. Students will apply analytical reasoning in order to solve biological problems.
3. Students will demonstrate behaviors expected of an entry-level professional.

B.S. Health Sciences

GENERAL EDUCATION COURSES		
EH 105	College Writing	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
PY 111	General Psychology	3
PY 141	Human Growth and Development	3
SC 181 & SL 181	Chemistry I and Chemistry Lab I	4
Bridge Elective		3
Fine Arts Elective		3
Foreign Culture and Conversation Elective (must also qualify as Humanities Elect)		3
Historical		3
Literature Elective		3
Perspectives Electives		6
Philosophical Elective		3
Sustainability Elective		3
SCIENCE COURSES		
HS 121	Medical Terminology	3
SC 182 & SL 182	Chemistry II and Chemistry Lab II	4
SC 191 & SL 191	General Biology I and General Biology Lab I	4
SC 192 & SL 192	General Biology II and General Biology Lab II	4
SC 221 & SL 221	Anatomy and Physiology I and Anat/Physiology Lab I	4
SC 222 & SL 222	Anatomy and Physiology II and Anatomy/Physiology Lab II	4
SC 224	Research Design	3
SC 241 & SL 241	Microbiology for the Health Sciences and Microbiology Lab	4
SC 271 & SL 271	Physics I and Physics Lab I	4
SC 272 & SL 272	Physics II and Physics Lab II	4
SC 291	Cell Biology	3
SC 292	Epidemiology	3
or SC 333	Pathophysiology	
SC 334	General Genetics	3
SC 435	Advanced Principles of Physiology	4
Open Electives		9
Health Sciences Electives		**12-16**

No more than 2 Health Sciences Electives may come from the list below:

HS 101	Introduction to Health Care Studies
NU 100	Historical Perspectives of Healthcare
PY 232	Abnormal Psychology
SC 106	Introduction to Exercise Science
SC 234	Nutrition

No fewer than 2 of the Health Sciences Electives may come from the list below:

HS 301	Introduction to Public Health
MS 181	Calculus with Applications ((Or Math I Elective))
MS 212	Intermediate Applied Statistics
PY 340	Physiological Psychology
PY 341	Gerontology
SC 287 & SL 287	Organic Chemistry I and Organic Chemistry I Laboratory
SC 288 & SL 288	Organic Chemistry II and Organic Chemistry II Laboratory
SC 330	Exercise Physiology
SC 336	Evolution

SC 340	Anatomical Basis of Kinesiology
SC 352	Biochemistry
SC 353	Principles of Strength and Cardiovascular Conditioning
SC 354 & SL 354	General Microbiology and General Microbiology Lab
SC 356	Nutrition for Health and Exercise Performance
SC 360	Biomechanics & Kinesiology in Human Performance
SC 390	Biochemical and Molecular Methods
SC 399	Topic/
SC 401	Exercise Testing and Interpretation
SC 402	Exercise Training for Health and Performance
SC 403	Prevention and Management of Chronic Disease
SC 410	Motor Learning in Human Performance
SC 481	Senior Science Capstone Project I
SC 482	Senior Science Capstone Project II
SC 499	Topic/
Total Hours	**123-127**

Suggested Course Sequence

First Year

Fall	Hours	Spring	Hours
EH 105 or PY 141	3	MS 180	4
HE 111***	1	PY 141 or EH 105	3
PY 111	3	SC 182 & SL 182	4
SC 181 & SL 181	4	SC 192 & SL 192	4
SC 191 & SL 191	4		
	15		**15**

Second Year

Fall	Hours	Spring	Hours
HS 121	3	MS 132	3
SC 221 & SL 221	4	SC 222 & SL 222	4
Fine Arts Elective	3	SC 291	3
Literature Elective	3	Foreign Culture and Conversation Elective (Must also qualify as Humanities Elect)	3
Philosophical Elective	3	Perspectives Elective	3
	16		**16**

Third Year

Fall	Hours	Spring	Hours
SC 224	3	SC 241 & SL 241	4
SC 271 & SL 271	4	SC 272 & SL 272	4
SC 334	3	SC 292 or 333	3
Health Sciences Elective	3-4	Health Sciences Elective	3-4
Sustainability Elective	3		
	16-17		**14-15**

Fourth Year

Fall	Hours	Spring	Hours
EH 360	3	Bridge Elective	3
SC 435	4	Health Sciences Elective	3-4
Health Sciences Elective	3-4	Historical Elective	3
Open Elective	3	Open Elective	3
Perspectives Elective	3	Open Elective	3
	16-17		**15-16**

Total Hours: 123-127

***
May not be required for degree completion.

Healthcare Administration & Public Health

The undergraduate Healthcare Administration and Public Health degree is designed to prepare students to work in a variety of healthcare careers. 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, contract research organizations, and the insurance industry. This degree would also qualify students to pursue advanced academic studies in graduate and professional schools, including Husson University's MBA program with a concentration in Healthcare Management or our new online Master of Public Health degree.

Specific objectives for our students include gaining an understanding of how healthcare affects the global economy and government policies; learning about the human body and relevant medical terminology; gaining a broad knowledge of biological and chemical sciences, acquiring microcomputing skills including spreadsheets, electronic medical forms and different modes of sharing information; and becoming aware of psychological and sociological issues affecting healthcare research and practices. Our efforts encourage graduates to become critical thinking, broad minded, ethical individuals.

Programmatic Outcomes

Students will demonstrate proficiency in:

1. Communication
2. Foundational
3. Interprofessional Practice

4. Leadership
5. Planning & Management to Promote Health
6. Policy in Public Health
7. Public Health & Health Care Systems

B.S. Healthcare Administration and Public Health

Students must earn an overall 2.0 cumulative grade-point average as well as 2.0 in major courses, 120 credit hours.

Program Curriculum

General Education Courses		
BA 211	Microeconomics	3
EH 105	College Writing	3
EH 360	Writing in the Health Professions	3
HE 111	The Husson Experience ***	1
MS 132	Probability and Statistics	3
PY 111	General Psychology	3
PY 141	Human Growth and Development	3
Bridge Elective		3
Fine Arts Elective		3
Foreign Culture and Conversation Elective		3
Historical Elective		3
Humanities Elective		3
Lab Science Elective		3-4
Literature Elective		3
Math I Elective		4
Perspectives Elective		3
Philosophical Elective		3
Sustainability Elective		3
Professional Courses		
HS 101	Introduction to Health Care Studies	3
HS 121	Medical Terminology	3
HS 301	Introduction to Public Health	3
HS 302	Global 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
IT 210	Basic Database Design and Implementation	3
IT 214	Spreadsheet Concepts and Applications	3
SC 120	Functional Anatomy and Physiology	3
SC 224	Research Design	3
SC 292	Epidemiology	3
SL 120	Functional Anatomy and Physiology Lab (or Open Elective)	1-3
HS Electives		9
Open Electives		15
Total Hours		**120-123**

Suggested Course Sequence

First Year

Fall	Hours	Spring	Hours
EH 105 (OR Perspectives Elective)	3	Perspectives I Elective OR EH 105	3
HE 111***	1	PY 111	3
Lab Science Elective	3-4	Bridge Elective (or Open Elective)	3
Math I Elective	4	Foreign Culture and Conversation Elective or Open Elective	3
Philosophical Elective	3	Historical Elective	3
	14-15		**15**

Second Year

Fall	Hours	Spring	Hours
HS 101	3	BA 211	3
MS 132	3	HS 121	3
SC 120	3	IT 214	3
SL 120 (or Open Elective)	1-3	PY 141	3
Fine Arts Elective	3	Open Elective	3
Literature Elective	3		
	16-18		**15**

Third Year

Fall	Hours	Spring	Hours
EH 360	3	HS 302	3
HS 301	3	HS 321	3
HS 311	3	IT 210	3
SC 224	3	SC 292	3
Open Elective	3	HS Elective	3
	15		**15**

Fourth Year

Fall	Hours	Spring	Hours
HS 411	3	HS 421	3
HS Elective	3	HS 491	3
Humanities Elective	3	HS Elective	3
Sustainability Elective (or Open Elective)	3	Open Elective	3
Open Elective	3	Open Elective	3
	15		**15**

Total Hours: 120-123

B.S. Healthcare Administration and Public Health/M.B.A.

Candidates for the Bachelor of Science/Master of Business Administration Degrees are required to complete a minimum of 150 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 Administration courses.

General Education Requirements		
BA 211	Microeconomics	3
CM 100	Speech	3
EH 105	College Writing	3
EH 360	Writing in the Health Professions	3
HE 111	The Husson Experience ***	1
MS 132	Probability and Statistics	3
PY 111	General Psychology	3
PY 141	Human Growth and Development	3
Bridge Elective		3
Fine Arts Elective		3
Foreign Culture and Conversation Elective		3
Historical Elective		3
Lab Science Elective		3-4
Literature Elective		3
Math I Elective		4
Philosophical Elective		3
Psychological/Sociological Elective		3
Sustainability Elective		3
Program Requirements		
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 302	Global 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
IT 111	Introduction to Microsoft Office	3
IT 210	Basic Database Design and Implementation	3
IT 214	Spreadsheet Concepts and Applications	3
SC 120	Functional Anatomy and Physiology	3
SC 292	Epidemiology	3
SL 120	Functional Anatomy and Physiology Lab (or Open Elective)	1-3
Healthcare Studies Electives		9
Open Electives		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 Electives		9
Total Hours		**150-153**

Suggested Course Sequence

First Year

Fall	Hours	Spring	Hours
EH 105 (OR FC/C Tag)	3	Foreign Culture and Conversation Elective or EH 105	3
HE 111***	1	IT 111	3
Math I Elective	4	PY 111	3
Lab Science Elective	3-4	Historical Elective	3
Philosophical Elective	3	Open Elective	3
	14-15		**15**

Second Year

Fall	Hours	Spring	Hours
HS 101	3	HS 121	3
MS 132	3	HS 301	3
SC 120	3	IT 214	3
SL 120 (or Open Elective)	1-3	PY 141	3
Fine Arts Elective	3	Bridge Elective (or Open Elective)	3
Literature Elective	3		
	16-18		**15**

Third Year

Fall	Hours	Spring	Hours
BA 211	3	BA 212	3
CM 100	3	HS 321	3
EH 360	3	IT 210	3
HS 302	3	SC 292	3
HS 311	3	Sustainability Elective (or Open Elective)	3
	15		**15**

Fourth Year

Fall	Hours	Spring	Hours
BA 600	3	BA 620	3
BA 602	3	BA 643	3

Healthcare Studies Elective	3	HS 491	3
Psychological/Sociological Elective	3	Healthcare Studies Elective	3
Open Elective	3	Open Elective	3
	15		**15**

Fifth Year

Fall	Hours	Spring	Hours
BA 605	3	BA 625	3
BA 621	3	HS 421	3
HS 411	3	Graduate Business Elective	3
Graduate Business Elective	3	Graduate Business Elective	3
Healthcare Studies Elective	3	Open Elective	3
	15		**15**

Total Hours: 150-153

B.S. Healthcare Administration and Public Health/M.B.A. - Healthcare Mgmt

Candidates for Bachelor of Science/Master of Business Administration Degrees are required to complete a minimum of 150 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 Administration courses.

General Education Electives		
BA 211	Microeconomics	3
CM 100	Speech	3
EH 105	College Writing	3
EH 360	Writing in the Health Professions	3
HE 111	The Husson Experience ***	1
MS 132	Probability and Statistics	3
PY 111	General Psychology	3
PY 141	Human Growth and Development	3
Bridge Elective		3
Fine Arts Elective		3
Foreign Culture and Conversation Elective		3
Historical Elective		3
Lab Science Elective		3-4
Literature Elective		3
Math I Elective		4
Philosophical Elective		3
Psychological/Sociological Elective		3
Sustainability Elective		3
Program Requirements		
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 302	Global 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
IT 111	Introduction to Microsoft Office	3
IT 210	Basic Database Design and Implementation	3
IT 214	Spreadsheet Concepts and Applications	3
SC 120	Functional Anatomy and Physiology	3
SC 292	Epidemiology	3
SL 120	Functional Anatomy and Physiology Lab (or Open Elective)	1-3
Healthcare Studies Electives		9
Open 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 Electives		6
Total Hours		**150-153**

Suggested Course Sequence

First Year

Fall	Hours	Spring	Hours
EH 105 (OR Foreign Culture and Conversation Elective)	3	IT 111	3
HE 111***	1	PY 111	3
Math I Elective	4	Foreign Culture and Conversation Elective or EH 105	3
Lab Science Elective	3-4	Historical Elective	3
Philosophical Elective	3	Open Elective	3
	14-15		**15**

Second Year

Fall	Hours	Spring	Hours
HS 101	3	HS 121	3
MS 132	3	HS 301	3

SC 120	3	IT 214	3
SL 120 (or Open Elective)	1-3	PY 141	3
Fine Arts Elective	3	Bridge Elective (or Open Elective)	3
Literature Elective	3		
	16-18		**15**

Third Year

Fall	**Hours**	**Spring**	**Hours**
BA 211	3	BA 212	3
CM 100	3	HS 321	3
EH 360	3	IT 210	3
HS 302	3	SC 292	3
HS 311	3	Sustainability Elective (or Open Elective)	3
	15		**15**

Fourth Year

Fall	**Hours**	**Spring**	**Hours**
BA 600	3	BA 643	3
BA 602	3	BA 703	3
Healthcare Studies Elective	3	HS 491	3
Psychological/Sociological Elective	3	Healthcare Studies Elective	3
Open Elective	3	Open Elective	3
	15		**15**

Fifth Year

Fall	**Hours**	**Spring**	**Hours**
BA 605	3	BA 625	3
BA 621	3	HS 421	3
BA 701	3	Graduate Business Elective	3
HS 411	3	Graduate Business Elective	3
Healthcare Studies Elective	3	Open Elective	3
	15		**15**

Total Hours: 150-153

Candidates for the Bachelor of Science/Master of Business Administration Degrees are required to complete a minimum of 150 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 Administration courses.

Liberal Studies

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 a student an opportunity to establish a broader base in general education than is ordinarily feasible, while combining in-depth study in different academic disciplines in ways not possible within the structure of traditional academic majors. This program is especially helpful for transfer students and others who have already accumulated college credits and are looking for a new path to college graduation. Each Liberal Studies major works with a faculty advisor to develop a degree plan that accommodates transfer credits, professional proficiency credits, or other academic credentials. The resulting curriculum, which includes a unique senior capstone project, is designed to help Liberal Studies graduates achieve their personal and professional goals.

Programmatic Outcomes

1. Students will define their plans for life beyond college and with the academic advisor and program coordinator design a course of study appropriate for achieving their plans.
2. Students will design and execute a senior capstone project directly related to their post-graduation goals that helps position them for success in their first steps after college.
3. Students will obtain a broad education by choosing challenging courses in the sciences, humanities, and social sciences beyond those required in general education and outside their areas of concentration.

B.S. Liberal Studies (Individualized Program of Study)

The Program

The fundamental program requirement is that each student must complete an approved curriculum of study having no fewer than 120 credit hours of college-level work that demonstrates a broad base in the traditional liberal arts and 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 various opportunities and options available within the program guidelines may 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 the College 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, **in addition** to our general education requirements, including:

A. Statement

A written statement by the student explaining their reasons for pursuing the degree, their choice of concentrations, and their vocational goals.

B. Science and Humanities Distribution Courses

- Social Sciences--At least two additional courses
- Humanities (Communications, English, Fine Arts, Humanities, Foreign Language, or Philosophy)--At least four additional courses (one may be a sixth English [EH] class)
- Science/Mathematics (Accounting, Computer Science, Math, or Science)--At least two additional courses

C. Concentrations

- Two Concentrations or Minors of at least six courses or eighteen (18) hours each. Two courses in each concentration must be at the 300-level or above. A 2.5 GPA or better is required in each of the concentrations.
- Approval of each concentration by a faculty member with relevant expertise in the area of study.

D. Capstone

Completion of a Senior Capstone Experience (Thesis, Project, Internship, or Portfolio) appropriate to the concentrations and/or student's goals after graduation. This will be evaluated and approved by the advisor and the two area faculty.

All students must complete at least 120 total credit hours for graduation. A student may complete his or her minimal distribution requirements by courses used in the concentration or minor. Normally, a general education course will not count toward the concentration requirements unless it is specifically named by Husson University as a required course in an 18-credit minor. However, this does not reduce the total 120-credit degree requirement.

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

General Education Courses		
EH 105	College Writing	3
HE 111	The Husson Experience ***	1
Bridge Elective		3
Fine Arts Elective		3
Foreign Culture and Conversation Elective		3
Historical Elective		3
Humanities Elective		3
Lab Science Elective		3-4
Literature Elective		3
Math I Elective		3-4
Math II Elective		3
Perspectives Electives		9
Philosophical Elective		3
Psychological/Sociological Elective		3
Sustainability Elective		3
Writing Intensive Elective		3
Additional General Education Requirements:		
Community Service		
Additional Distribution Requirements		
Humanities (CM, EH, FA, HU, LC, PH)		12
Social Sciences courses (EC, HS, HY, PY, SY)		6
Science/Mathematics courses (MI, MS, SC)		6
Other Electives		
Other Electives		6-9
Areas of Concentration		
HU 411	Senior Capstone Experience	3
First Concentration		18
Second Concentration		18
Total Hours		**121-126**

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

Certificate - Diversity, Equity, and Inclusion

Program Requirements		
HU 110	Diversity, Equity and Inclusion; Identity and Context	3
HU 210	Communication Trends: Implications for Diversity, Equity and Inclusion	3
HU 310	Organization Leadership through Diversity, Equity, and Inclusion	3
Total Hours		**9**

Pre-Medicine

The Bachelor of Science in Pre-Medicine degree program helps students prepare for medical school, with a curriculum that includes courses most medical schools require. Students will build a strong foundation in the sciences, by taking courses in biology, chemistry, anatomy, physiology, genetics and more. The degree can also be tailored to specific interests through pre-medicine elective courses, with options such as nutrition, epidemiology, public health and prevention and management of chronic diseases. Successful completion of these degree requirements prepares students for application to and progress through medical school.

Students interested in other health profession programs, such as physicians assistant, dental school or veterinary school, may wish to explore the Husson Health Sciences program. [Hyperlink to the Health Sciences page.]

Programmatic Outcomes

1. Students will demonstrate knowledge of fundamental biological principles.
2. Students will apply analytical reasoning in order to solve biological problems.
3. Students will demonstrate behaviors expected of an entry-level professional.

B.S. Pre-Medicine

General Education Requirements		
EH 105	College Writing	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
or MS 181	Calculus with Applications	
PY 111	General Psychology	3
PY 141	Human Growth and Development	3
SC 181 & SL 181	Chemistry I and Chemistry Lab I	4
SL 287	Organic Chemistry I Laboratory	1
Bridge Elective		3
Fine Arts Elective		3
Foreign Culture and Conversation Elective		3
Historical Elective		3
Humanities Elective		3
Literature Elective		3
Perspectives Elective		3
Philosophical Elective		3
Major Requirements		
MS 181	Calculus with Applications (or MS 182 OR 200 level MS)	3-4
SC 182 & SL 182	Chemistry II and Chemistry Lab II	4
SC 191 & SL 191	General Biology I and General Biology Lab I	4
SC 192 & SL 192	General Biology II and General Biology Lab II	4
SC 221 & SL 221	Anatomy and Physiology I and Anat/Physiology Lab I	4
SC 222 & SL 222	Anatomy and Physiology II and Anatomy/Physiology Lab II	4
SC 224	Research Design	3
SC 241 & SL 241	Microbiology for the Health Sciences and Microbiology Lab	4
Choose one of the following:		4
SC 271 & SL 271	Physics I and Physics Lab I	
SC 285 & SL 285	University Physics I and University Physics I (Laboratory)	
Choose one of the following:		4
SC 272 & SL 272	Physics II and Physics Lab II	
SC 286 & SL 286	University Physics II and University Physics II Lab	
SC 287	Organic Chemistry I	3
SC 288 & SL 288	Organic Chemistry II and Organic Chemistry II Laboratory	4
SC 291	Cell Biology	3
SC 333	Pathophysiology	3
SC 386	Pre-Medicine Seminar	1
SC 334	General Genetics	3
SC 352	Biochemistry	3
SC 435	Advanced Principles of Physiology	4
Pre-Medicine Electives		9-12
Total Hours		**120-124**

First Year

Fall	Hours	Spring	Hours
EH 105 or PY 141	3	MS 132	3
HE 111***	1	PY 141 or EH 105	3
PY 111	3	SC 182 & SL 182	4
SC 181 & SL 181	4	SC 192 & SL 192	4
SC 191 & SL 191	4		
	15		**14**

Second Year

Fall	Hours	Spring	Hours
MS 180 or 181	4	MS 181 (or MS 182 OR 200 level MS)	3-4
SC 221 & SL 221	4	SC 222 & SL 222	4
SC 287 & SL 287	4	SC 288 & SL 288	4
Philosophical Elective	3	SC 291	3
		SC 386	1
	15		**15-16**

Third Year

Fall	Hours	Spring	Hours
SC 224	3	SC 241 & SL 241	4
SC 271 & SL 271 (or SC/SL 285)	4	SC 272 & SL 272 (or SC/SL 286)	4
SC 334	3	Literature Elective	3
SC 352	3	Pre-Med Elective	3-4
SC 435	4		
	17		**14-15**

Fourth Year

Fall	Hours	Spring	Hours
EH 360	3	Bridge Elective	3
SC 333	3	Fine Arts Elective	3
Foreign Culture and Conversation Elective	3	Humanities Elective	3
Historical Elective	3	Perspectives Elective	3

Pre-Medicine Elective	3-4	Pre-Medicine Elective	3-4
	15-16		**15-16**

Total Hours: 120-124

***
May not be required for degree completion.

Professional Communications

The ability to communicate well, both verbally and in writing, is consistently named by employers as one of the top skills they're looking for in new hires. Our Bachelor of Science in Professional Communications program will prepare you to enter the twenty-first century workforce as an effective communicator in a variety of professional settings.

You'll learn to give various forms of literature critical close-reading and interpretation, building your foundation for effective writing and communications. With its curriculum that touches upon multiple facets of communications, you'll learn and practice in areas that include public relations, technical writing, writing in the healthcare industry, creative writing, and cross-cultural communications.

During your senior year, you'll complete your choice of an independent writing project or professional internship as your senior capstone experience.

According to the U.S. Bureau of Labor Statistics, those with a communications degree work in occupational fields such as management, arts, design and entertainment, business and financial operations, and sales and related occupations. It's a degree that will pave the way for many career paths.

Programmatic Outcomes

1. Evaluate foundational theories of communication relating to individuals, groups, and mass media.
2. Apply rhetorical theories to create and deploy messages in written, verbal, and digital formats.
3. Compose, design, and deliver engaging presentations suited to specific audiences and situations.
4. Identify and respond to complex communication practices and challenges within organizations and propose strategic improvements.
5. Analyze and critique rhetorical strategies and communication methods specific to cultural and industry norms.
6. Assess the impact of cultural differences on communication in a global context.
7. Integrate individual reflection on questions of ethics and citizenship, particularly in digital contexts.
8. Apply both quantitative and qualitative research methods in the field of professional communication.
9. Develop specialized knowledge and skill in a professional practice within professional communication.

B.S. Professional Communications

General Education Requirements		
CM 100	Speech	3
HE 111	The Husson Experience ***	1
EH 105	College Writing	3
EH 270	Communicating Science	3
EH 274	Creative Nonfiction	3
or EH 275	Creative Writing Workshop	
EH 352	Advanced Writing Internship	3
Fine Arts Elective		3
Historical Elective		3
Lab Science Elective		3-4
Literature Elective		3
Math I Elective		4
Math II Elective		3
Foreign Culture and Conversation Elective or Open Elective		3
Perspectives Elective		3
Philosophical Elective		3
Psychological/Sociological Elective		3
Sustainability Elective OR Open Elective		3
Program Requirements		
CM 200	Interpersonal Communication	3
CM 221	Professional Communications	3
CM 323	Advanced Professional Communications	3
CM 340	Crisis Communication	3
EH 311	Topics in Professional Communication	3
EH 324	Technical Writing	3
EH 360	Writing in the Health Professions	3
EH 401	English Senior Capstone Experience	3
MC 116	Intro to Public Relations	3
MC 314	Cross Cultural Communication	3
Foreign Culture and Conversation Elective		3
Literature Elective		3
Literature Electives (300+) - or Open Electives		9
Writing Intensive Elective		6
Open Electives		21
Total Hours		**122-123**

First Year

Fall	Hours	Spring	Hours
HE 111***	1	CM 200	3
EH 105	3	Lab Science Elective	3-4
CM 100	3	Literature Elective	3
Math I Elective	4	Math II Elective	3
Foreign Culture and Conversation Elective	3	Foreign Culture and Conversation Elective or Open Elective	3
Philosophical Elective	3		
	17		**15-16**

Second Year

Fall	Hours	Spring	Hours
CM 221	3	EH 270	3
MC 116	3	Fine Arts Elective	3
Literature Elective	3	Perspectives Elective	3

Sustainability Elective or Open Elective	3	Psychological/Sociological Elective	3
Open Elective	3	Open Elective	3
	15		**15**

Third Year

Fall	Hours	Spring	Hours
CM 323	3	CM 340	3
EH 274 or 275	3	EH 352	3
MC 314	3	Literature Elective (300+) or Open Elective	3
EH 324	3	Historical Elective	3
Open Elective	3	Open Elective	3
	15		**15**

Fourth Year

Fall	Hours	Spring	Hours
EH 311	3	EH 360	3
Literature Elective (300+) or Open Elective	3	EH 401	3
Writing Intensive Elective	3	Literature Elective (300+) or Open Elective	3
Open Elective	3	Writing Intensive Elective	3
Open Elective	3	Open Elective	3
	15		**15**

Total Hours: 122-123

***
May not be required for degree completion.

Psychology

The field of psychology focuses on the examination of mental processes and behavior as well as 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 human behavior useful in everyday personal and community life.

Husson now offers the Bachelor of Science in Psychology program in online format as well as the traditional campus setting. For more information about online enrollment, please contact Husson University's Division of Online and Extended Learning.

Programmatic Outcomes

Students will demonstrate proficiency in:

1. Knowledge Base in Psychology
2. Communication
3. Scientific Inquiry and Critical Thinking
4. Ethical and Social Responsibility in a Diverse World

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.

B.S. Psychology/M.S. Counseling Programs

The B.S. Psychology/MS in Counseling program provides early and articulated access to the graduate programs in Clinical Mental Health Counseling, School Counseling, and Human Relations at Husson University for students accepted into the dual degree program. Accepted students may begin taking courses during the undergraduate senior year. Students may take up to 12 credits upon approval of the dual degree program advisor(s).

To be admitted to the program as an undergraduate, students must meet the undergraduate admissions requirements for entry into the BS in Psychology program.

To be admitted to the graduate coursework during the senior year, students must have been admitted to the Bridge program, maintain a 3.5 grade point average, and be recommended by the dual degree advisor(s).

Students must complete a minimum of 108 credits of coursework in the undergraduate psychology major with a 3.5 and maintain grades of no less than B in graduate level coursework to progress to the remaining courses in the graduate program.

Students must earn both a psychology undergraduate degree (120 credits. 12 credits of graduate coursework will replace 12 credits of undergraduate electives) and a graduate degree. The required total number of graduate courses required for the graduate program must be completed to obtain the graduate degree.

For each of the graduate degrees (Clinical Mental Health Counseling, School Counseling) the following graduate courses will replace open electives in the undergraduate program of study.

CO 700 Orientation to the Professions of Counseling and Human Relat

CO 702 Human Growth and Development

CO 704 Social and Cultural Diversity

CO 722 Career Development and Counseling

All other courses in the graduate degree program must be completed to earn the graduate degree (see coursework requirements for each degree).

MHRT/C Certification

Students receiving a Husson four-year degree in Psychology and meeting State of Maine requirements for the Mental Health Rehabilitation Technician/Community (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		
HE 111	The Husson Experience ***	1
EH 105	College Writing	3
PY 111	General Psychology	3
PY 141	Human Growth and Development	3
Bridge Elective (or Open Elective)		3
Fine Arts Elective		3
Foreign Culture and Conversation Elective (or Open Elective)		3
Historical Elective		3
Humanities Elective		3
Lab Science Elective		3-4
Literature Elective		3
Math I Elective		4
Math II Elective		3-4
Perspectives Electives		6
Philosophical Elective		3
Sustainability Elective (or Open Elective)		3
Writing Intensive Elective (or Open Elective)		3
Professional Courses		
MH 200	Community Integration and Inclusion (or Open Elective) **	3
MH 201	Policy Knowledge (or Open Elective) *	3
MH 202	Mind-Body Connection (or Open Elective) *	3
MH 203	Vocational Support (or Open Elective) *	3
PY 113	Ethics and Professional Conduct (or Psychology Elective)	3
PY 231	Social Psychology	3
PY 242	Research Methods	3
PY 322	Cultural Competency (or Psychology Elective) *	3
PY 335	Behavioral, Psychological, and Rehabilitation Intervention Models (or Psychology Elective) **	3
PY 442	Seminar in Psychology	3
PY 447	Trauma and Resiliency (or Psychology Elective) *	3
PY 491	Field Placement	3
Psychology Electives		12
Open Electives		21
Total Hours		**122-124**

Suggested Course Sequence

First Year

Fall	Hours	Spring	Hours
EH 105	3	PY 113 (or PY Elective)**	3
HE 111***	1	PY 141	3
PY 111	3	Foreign Culture and Conversation Elective or Open Elective	3
Math I Elective	4	Lab Science Elective	3-4
Philosophical Elective	3	Math II Elective	3
Open Elective	3		
	17		**15-16**

Second Year

Fall	Hours	Spring	Hours
MH 200 (or Open Elective)**	3	MH 201 (or Open Elective)*	3
PY 231	3	Humanities Elective	3
PY 242	3	Perspectives Elective	3
Historical Elective	3	Psychology Elective	3
Literature Elective	3	Open Elective	3
	15		**15**

Third Year

Fall	Hours	Spring	Hours
MH 202 (or Open Elective)*	3	MH 203 (or Open Elective)*	3
PY 322 (or Psychology Elective)*	3	PY 335 (or Psychology Elective)**	3
Psychology Elective	3	Bridge Elective (or Open Elective)	3
Sustainability Elective (or Open Elective)	3	Fine Arts Elective	3
Open Elective	3	Psychology Elective	3
	15		**15**

Fourth Year

Fall	Hours	Spring	Hours
PY 442	3	PY 491	3
PY 447 (or Psychology Elective)*	3	Psychology Elective	3
Perspectives Elective	3	Writing Intensive Elective (or Open Elective)	3
Open Elective	3	Open Elective	3
Open Elective	3	Open Elective	3
	15		**15**

Total Hours: 122-123

* Those intending to be eligible for the MHRT/C MUST complete the following courses: PY 113, PY 322, PY 335, PY 447, MH 200, MH 201, MH 202, & MH 203. Please visit http://cfl-muskie.org/index.php/mhrt-community-certification-program-updates for the most up to date MHRT/C information.

** Students interested in earning the *conditional MHRT/C* prior to graduation must complete these three courses AND a fourth course from those marked with a single asterisk.

*** May not be required for degree completion.

B.S. Psychology/M.S. Clinical Mental Health Counseling

General Education Courses		
EH 105	College Writing	3
HE 111	The Husson Experience ***	1
PY 111	General Psychology	3
PY 141	Human Growth and Development	3
PY 442	Seminar in Psychology	3
Bridge Elective (or Open Elective)		3
Fine Arts Elective		3
Foreign Culture and Conversation Elective (or Open Elective)		3
Historical Elective		3
Humanities Elective		3
Lab Science Elective		3-4
Math I Elective		4
Math II Elective		3
Literature Elective		3
Perspectives Electives		6
Philosophical Elective		3
Sustainability Elective (or Open Elective)		3
Major Courses		
MH 200	Community Integration and Inclusion (or Open Elective)	3
MH 201	Policy Knowledge (or Open Elective)	3
MH 202	Mind-Body Connection (or Open Elective)	3
MH 203	Vocational Support (or Open Elective)	3
PY 113	Ethics and Professional Conduct	3
PY 231	Social Psychology	3
PY 242	Research Methods	3
PY 322	Cultural Competency (or Psychology Elective)	3
PY 335	Behavioral, Psychological, and Rehabilitation Intervention Models (or Psychology Elective)	3
PY 447	Trauma and Resiliency (or Psychology Elective)	3
PY 491	Field Placement	3
Psychology Electives		12
Open Elective		12
Graduate Courses		
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 723	Counseling Young Children and Adolescents	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	3
CO 891	Clinical Counseling Internship I	1
CO 892	Clinical Counseling Internship II	1
CO 893	Clinical Counseling Internship III	1
CO 894	Clinical Counseling Internship IV	1
CO 895	Clinical Counseling Internship V	1
CO 896	Clinical Counseling Internship VI	1
CO 897	Clinical Counseling Internship VII	1
CO 898	Clinical Counseling Internship VIII	1
CO 890	Practicum	6
CO 900	Clinical Counseling Internship IX	1
Total Hours		**170-171**

First Year

Fall	Hours	Spring	Hours
EH 105	3	PY 113	3
HE 111***	1	PY 141	3
PY 111	3	Foreign Culture and Conversation Elective (or Open Elective)	3
Math I Elective	4	Lab Science Elective	3-4
Philosophical Elective	3	Math II Elective	3
Open Elective	3		
	17		**15-16**

Second Year

Fall	Hours	Spring	Hours
MH 200 (OR Open Elective)	3	MH 201 (OR Open Elective)	3
PY 231	3	Humanities Elective	3
PY 242	3	Perspectives Elective	3
Historical Elective	3	Psychology Elective	3
Literature Elective	3	Open Elective	3
	15		**15**

Third Year

Fall	Hours	Spring	Hours
MH 202 (OR Open Elective)	3	MH 203 (OR Open Elective)	3
PY 322 (OR Psychology Elective)	3	PY 335 (OR Psychology Elective)	3
Psychology Elective	3	Bridge Elective OR Open Elective	3
Sustainability Elective OR Open Elective	3	Fine Arts Elective	3
Open Elective	3	Psychology Elective	3
	15		**15**

Fourth Year

Fall	Hours	Spring	Hours	Summer	Hours
CO 700	3	CO 704	3	CO 703	3
CO 702	3	CO 722	3		
PY 442	3	PY 491	3		
PY 447 (OR Psychology Elective)	3	Psychology Elective	3		
Perspectives Elective	3	Open Elective	3		
	15		**15**		**3**

Fifth Year

Fall	Hours	Spring	Hours	Summer	Hours
CO 705	3	CO 721	3	CO 805	3
CO 710	3	CO 801	3	CO 846	3
CO 712	3	CO 827	3		
	9		**9**		**6**

Sixth Year

Fall	Hours	Spring	Hours	Summer	Hours
CO 711	3	CO 723	3	CO 897	1
CO 890	6	CO 891	1	CO 898	1
		CO 892	1	CO 900	1
		CO 893	1		
		CO 894	1		
		CO 895	1		
		CO 896	1		
	9		**9**		**3**

Total Hours: 170-171

*** May not be required for degree completion.

B.S. Psychology/M.S. School Counseling

GENERAL EDUCATION COURSES		
EH 105	College Writing	3
HE 111	The Husson Experience ***	1
PY 111	General Psychology	3
PY 141	Human Growth and Development	3
PY 442	Seminar in Psychology ((Or Perspectives I Elective^))	3
Bridge Elective (or Open Elective)		3
Fine Arts Elective		3
Foreign Culture and Conversation Elective (or Open Elective)		3
Historical Elective		3
Humanities Elective		3
Lab Science Elective		3-4
Literature Elective		3
Math I Elective		4
Math II Elective		3
Perspectives Elective		6
Philosophical Elective		3
Sustainability Elective (or Open Elective)		3
PROGRAM COURSES		
MH 200	Community Integration and Inclusion (or Open Elective)	3
MH 201	Policy Knowledge (or Open Elective)	3
MH 202	Mind-Body Connection (or Open Elective)	3
MH 203	Vocational Support (or Open Elective)	3
PY 113	Ethics and Professional Conduct (or Psychology Elective) **	3
PY 231	Social Psychology	3
PY 242	Research Methods	3
PY 322	Cultural Competency (or Psychology Elective)	3
PY 335	Behavioral, Psychological, and Rehabilitation Intervention Models (or Psychology Elective)	3
PY 447	Trauma and Resiliency (or Psychology Elective)	3
PY 491	Field Placement	3
Psychology Electives		12
Open Electives		12
GRADUATE COURSES		
CO 700	Orientation to the Professions of Counseling and Human Relat	3
CO 701	The Role of School Counselor	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 706	School Counseling Programs	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 723	Counseling Young Children and Adolescents	3
CO 805	Addictions Counseling: Treatment and Contemporary Issues	3
CO 827	Crisis Intervention	3
CO 881	School Counseling Internship I	1
CO 882	School Counseling Internship II	1
CO 883	School Counseling Internship III	1
CO 884	School Counseling Internship IV	1
CO 885	School Counseling Internship V	1
CO 886	School Counseling Internship VI	1
CO 890	Practicum	6
Graduate Counseling Elective		3
Total Hours		**170-171**

First Year

Fall	Hours	Spring	Hours
EH 105	3	PY 113 (or Psychology Elective)	3
HE 111***	1	PY 141	3
PY 111	3	Foreign Culture and Conversation Elective (or Open Elective)	3
Math I Elective	4	Lab Science Elective	3-4
Philosophical Elective	3	Math II Elective	3
Open Elective	3		
	17		**15-16**

Second Year

Fall	Hours	Spring	Hours
MH 200 (or Open Elective)	3	MH 201 (or Open Elective)	3
PY 231	3	Humanities Elective	3
PY 242	3	Perspectives Elective	3
Historical Elective	3	Psychology Elective	3
Literature Elective	3	Open Elective	3
	15		**15**

Third Year

Fall	Hours	Spring	Hours
MH 202 (or Open Elective)	3	MH 203 (or Open Elective)	3
PY 322 (or Psychology Elective)	3	PY 335 (or Psychology Elective)	3
Psychology Elective	3	Bridge Elective (or Open Elective)	3
Sustainability Elective (or Open Elective)	3	Fine Arts Elective	3
Open Elective	3	Psychology Elective	3
	15		**15**

Fourth Year

Fall	Hours	Spring	Hours	Summer	Hours
CO 700	3	CO 704	3	CO 703	3
CO 702	3	CO 722	3	CO 701	3
PY 442	3	PY 491	3		
PY 447 (or Psychology Elective)	3	Psychology Elective	3		
Perspectives Elective	3	Open Elective	3		
	15		**15**		**6**

Fifth Year

Fall	Hours	Spring	Hours	Summer	Hours
CO 705	3	CO 721	3	CO 805	3
CO 712	3	CO 706	3	Graduate Counseling Elective	3
CO 710	3	CO 827	3		
	9		**9**		**6**

Sixth Year			
Fall	**Hours**	**Spring**	**Hours**
CO 711	3	CO 723	3
CO 890	6	CO 881	1
		CO 882	1
		CO 883	1
		CO 884	1
		CO 885	1
		CO 886	1
	9		**9**

Total Hours: 170-171

*** May not be required for degree completion.

Certificate - Animal-Assisted Therapy

Required Courses:		
AB 110	The Human-Animal Bond: Animal Behavior, Evolution and Therapeutic Applications	3
AB 210	Emotional Support and Service Animals	3
AB 310	Animal-Assisted Therapy: Understanding Techniques, Regulations and Risks	3
Total Hours		**9**

Certificate - Applied Mental Health

MH 200	Community Integration and Inclusion	3
MH 201	Policy Knowledge	3
MH 202	Mind-Body Connection	3
MH 203	Vocational Support	3
PY 113	Ethics and Professional Conduct	3
PY 322	Cultural Competency	3
PY 335	Behavioral, Psychological, and Rehabilitation Intervention Models	3
PY 447	Trauma and Resiliency	3
Total Hours		**24**

Minors

The College of Science and Humanities offers a broad range of minors developed to provide students with the opportunity for in-depth exploration of fields of study that complement their major program. Interested students should work with their major advisor to declare a minor and develop a course schedule that meets the requirements of their minor and major programs.

Cultural and Behavioral Sciences Minor

The Behavioral Science Minor provides students with an overview of how people function as individuals and within groups in various social contexts. The minor explores the individual and social influences that drive human behavior. This minor would benefit students who are interested in careers that involve interfacing with diverse populations. Students should work with their advisors to declare the minor by their sophomore year and must successfully complete six courses (18 credit hours) of approved course work. PY 111 and SY 201 are required. Of the remaining four courses, two must be elected in psychology (at least one at the 300+ level) and two must be elected in sociology (at least one at the 300+ level).

Requirements of the Cultural and Behavioral Sciences Minor

PY 111	General Psychology (required)	3
SY 201	Principles of Sociology (required)	3
SY 222	Cultural Anthropology	3
Select one of the following:		3
PY 231	Social Psychology	
PY 232	Abnormal Psychology	
PY 333	Psychology of Personality	
PY 499	Topic/	
Select two from the following: (one at the 200 and one at the 300+ level+)		6
BR 300	Diversity and the Sociology of Education	
SY 211	Contemporary Social Issues	
SY 230	Medical Anthropology	
SY 299	Topic/	
SY 330	Issues in Medical Anthropology	
SY 499	Topic/	
Total Hours		**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 & SL 191	General Biology I and General Biology Lab I	4
SC 192 & SL 192	General Biology II 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 & SL 210	Marine Biology and Marine Biology Laboratory	
SC 240 & SL 240	Ecology 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	Cardiovascular and Pulmonary Physical Therapy	
SC 101	Introduction to Nutrition	
SC 120 & SL 120	Functional Anatomy and Physiology and Functional Anatomy and Physiology Lab	
SC 131	Human Genetics	
SC 221 & SL 221	Anatomy and Physiology I and Anat/Physiology Lab I	
SC 222 & SL 222	Anatomy and Physiology II and Anatomy/Physiology Lab II	
SC 234	Nutrition	
SC 241	Microbiology for the Health Sciences	
SC 291	Cell Biology	
SC 292	Epidemiology	
SC 333	Pathophysiology	
SC 334	General Genetics	
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 Hours		**20**

English Minor

The minor in English shall consist of 18 credit hours (6 courses) of approved English course work beyond EH 123 Rhetoric and Composition I and EH 124 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.

General requirements

Select two of the following upper-level literature courses:		6
EH 234	American Literature I	
EH 235	American Literature II	
EH 241	British Literature I	
EH 242	British Literature II	
EH 251	World Literature I	
EH 252	World Literature II	
Any two EH 200+ courses		6
Any two EH 300+ courses		6
Total Hours		**18**

History Minor

Students may complete the requirements for the History Minor by declaring their interest in pursuing this option and successfully completing 18 credit hours (6 courses) of approved course work. Economic Geography (BA 111) is required.

BA 111	Economic Geography	3
Select five of the following:		15
HY 101	History of Western Civilization	
HY 111	United States History I	
HY 112	United States History II	
HY 211	American National Government	
HY 221	United States Social History	
HY 301	The 20th Century	
HY 321	United States Military History I	
HY 341	International Relations	
HY 421	Development of American Business in the 20th Century	
HY 499	Topic/	
Total Hours		**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 Calculus with Applications, MS 182 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 College of Science and Humanities for additional information.

MS 181	Calculus with Applications	4
MS 182	Calculus II	4
Select 4 of the following:		12
MS 150	History of Mathematics	
MS 221	Number Theory	
MS 230	Multivariable Calculus	
MS 241	Linear Algebra with Applications	
MS 258	Introduction to Differential Equations with Linear Algebra	
MS 450	Modeling and Simulation	
Total Hours		**20**

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 Social Service Field Placement and PY 491 Field Placement, as well as PY 442 Seminar in Psychology are excluded the Psychology minor.

PY 111	General Psychology	3
PY 141	Human Growth and Development	3
PY 242	Research Methods	3
Psychology Elective		3
Psychology Elective 300+		9
Total Hours		**21**

Sustainability Minor

The sustainability minor complements Husson's undergraduate professional programs of study by better preparing students for careers where sustainability concerns have become increasingly important. Students in any major will benefit from confronting complex environmental problems, developing and analyzing complex solutions from both quantitative and qualitative points of view, and communicating their ideas to others. In their required sustainability project course, students will work with faculty from within their majors and from the sustainability field to address a sustainability issue relevant to their chosen field of study.

The learning outcomes from the sustainability minor are:

1. Identify and clearly articulate local and global problems linked to sustainability.

2. Evaluate possible solutions to these problems from multiple perspectives using environmental, social, and economic considerations as a beginning framework.

3. Communicate an assessment of these problems and solutions.

The sustainability minor requires that students complete a minimum of 18 credit hours, 9 of which are prescribed and 9 of which are elective.

Required Courses		
SC 141	Environmental Science	3
SC 142	Conservation Biology (OR SC 167)	3
SC 213	Sustainability Science Projects	3
Elective Courses		**9**
BR 113	What if They're Right? Individual Responses to Climate Change	
PH 220	Environmental Philosophy	
SC 109	Introduction to Gardening	
SC 134	Introduction to Geology	
SC 142	Conservation Biology (if not used as required course)	
or SC 167	Energy and Society	
SC 210 & SL 210	Marine Biology and Marine Biology Laboratory *	
SC 240 & SL 240	Ecology and Ecology Lab *	
SC 283	Environmental Inorganic Chemistry *	
SC 354 & SL 354	General Microbiology and General Microbiology Lab *	
Total Hours		**18**

* Pre-requisites are required for these electives.

*Some internships may count as an elective, with the written permission of the Chair of the Sciences.

College of Science & Humanities Graduate Programs

The College of Science and Humanities also supports graduate programs within the School of Education and in Public Health. Students in the School of Education may work toward Master's degrees in Clinical Mental Health Counseling, Human Relations, and School Counseling. Alternatively, students may pursue a Master's in Public Health degree as part of our Social Sciences programs.

Graduate Counseling and Human Relations

The Graduate Counseling and Human Relations Program offers three master's degrees: Clinical Mental Health Counseling, Human Relations, and School Counseling. The programs are designed to prepare mental health or school counselors for licensure or certification, or others who wish 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.

Programmatic Outcomes

Students will demonstrate proficiency in:

1. Orientation/Ethics
2. Social and Cultural Diversity
3. Human Growth and Development
4. Career Development
5. Counseling and Helping Relationships
6. Group Counseling
7. Assessment and Testing
8. Research and Program Evaluation

Admission Requirements Include

- Completed graduate application and fees including transcripts, resume, and an essay detailing reasons for choosing a counseling and human relations program. If the student is enrolled or has recently been enrolled in an academic program of study the letter should be from a faculty member or advisor familiar with the applicant's academic performance.
- One Letter of Recommendation from a professional in a position to judge the applicant's academic preparation for and ability to undertake graduate study.
- Two additional references with contact information of people who may speak to the applicant's ability to undertake graduate study.
- Baccalaureate or advanced degree with minimum 3.0 GPA. If applicants have not earned at least a 3.0 GPA on a 4.0 scale in their undergraduate or graduate programs, they may be required to submit

a minimum score of 402 on the Miller Analogies Test or a minimum of 300 (V+Q) on the General Test of the Graduate Record Examination. Scores below the above criteria may be considered individually.

- Alternative to Test Score for applicants whose previous academic experience was more than five years ago and GPA was below 3.0: Applicants may provide evidence of continued success in learning through formal coursework or job training. This will be considered as an alternative to the testing requirement listed above. Any admission under this alternative will be conditional upon successful completion of the first nine credit hours with all course grades of B or better and a successful first-semester Professional Performance Review.
- Individual and group Interviews may be required.

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. 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

Grades: Students must maintain a "B" average (3.0). Specified required core and skills courses and all field experiences require a B to pass (see Student Handbook). A student whose average falls below 3.0 or who earns a grade lower than a "B-" will be reviewed by the Graduate Counseling and Human Relations Faculty, which may dismiss the student or determine the conditions under which the student may continue in the program. 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.

Repeating a Course: A student who does not achieve the grade requirement for a course must repeat the course in order to graduate from the program. Students may repeat a course only one time. The newly earned grade will replace the original grade in the calculation of a student's cumulative grade-point average; however, 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.

Transfer Credit

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 course work are "B" or better. Credits must comply with program accreditation standards as determined by program faculty. Special circumstances will be dealt with on an individual basis.

M.S. Clinical Mental Health Counseling

This CACREP accredited 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; career development theories and interventions; assessment in counseling, and the application of research. Graduates of CACREP accredited programs are prepared for careers in mental health, human services, education, private practice, government, military, business, and industry. Graduates are eligible to apply for credentials (e.g., licensure, certification) in their specialty area.

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 and satisfactory disposition reviews.

Comprehensive Examination

Students enrolled in the program must pass a comprehensive examination prior to entering internship.

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 723	Counseling Young Children and Adolescents	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	3
CO 890	Practicum	6
CO 891	Clinical Counseling Internship I	1
CO 892	Clinical Counseling Internship II	1
CO 893	Clinical Counseling Internship III	1
CO 894	Clinical Counseling Internship IV	1
CO 895	Clinical Counseling Internship V	1

CO 896	Clinical Counseling Internship VI	1
CO 897	Clinical Counseling Internship VII	1
CO 898	Clinical Counseling Internship VIII	1
CO 900	Clinical Counseling Internship IX	1
Elective		3
Total Hours		**63**

M.S. Human Relations

The Master of Science in Human Relations program is a 39-credit graduate curriculum. The program combines core coursework in counseling with electives to enhance the student's human relations skills and understanding. People skills (soft skills) are in high demand in all areas of employment. This program is for anyone who wishes to enhance their skills in working with people.

Graduation Requirements

Students enrolled in the program must:

- Have been admitted to degree candidacy.
- Have completed the required course of study with a cumulative grade point average of 3.00 or better.

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 Hours		**39**

M.S. School Counseling

The CACREP accredited School Counseling program consists of a minimum of 60 hours of counseling courses that provide students with a thorough background in the areas of individual and group counseling theories and skills; counseling practice; ethical, professional and legal issues in counseling; social and cultural factors in counseling; human development across the lifespan; career development theories and interventions; assessment in counseling, and the application of research, a semester-long practicum and a two-semester internship of at least 600 hours. Graduates of CACREP accredited programs are prepared for careers in mental health, human services, education, private practice, government, military, business, and industry. Graduates are prepared to apply for respective credentials (e.g., licensure, certification) in their specialty area. 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 social-emotional 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.

Comprehensive Examination

Students enrolled in the program must pass a comprehensive examination prior to entering internship.

Graduate 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 and satisfactory disposition reviews.

Program Requirements

CO 700	Orientation to the Professions of Counseling and Human Relat	3
CO 701	The Role of School Counselor	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 706	School Counseling Programs	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 723	Counseling Young Children and Adolescents	3
CO 805	Addictions Counseling: Treatment and Contemporary Issues	3
CO 827	Crisis Intervention	3
CO 890	Practicum	6
Elective		3
CO 881	School Counseling Internship I	1
CO 882	School Counseling Internship II	1
CO 883	School Counseling Internship III	1
CO 884	School Counseling Internship IV	1
CO 885	School Counseling Internship V	1
CO 886	School Counseling Internship VI	1
Total Hours		**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.

Post-Master's - Counseling Certificate of Advanced Study (CAS)

This program is designed to offer advanced graduate coursework for those who have a master's degree or higher. Students will work closely with the assigned advisor to design a program to meet their goals. This

program may also be used to meet additional requirements needed for licensing or certification in counseling fields.

This is a post-master's program. Students must have a master's degree (or higher) in counseling or a closely related field to enroll. Students will select a program of 18 credits hours to meet individual needs and goals. If not already documented through master's degree coursework, students must take CO 700 Orientation to the Profession of Counseling and Human Relations, Advanced Counseling Techniques, Legal, Professional, and Ethical Issues in Counseling, and an Advanced Internship or Capstone. If required courses are already completed and documents in master's degree, electives may be substituted. Additional courses may be selected from offerings in the MS in Clinical Mental Health Counseling and MS in School Counseling programs.

Programs may also include, with permission from the advisor and program director, graduate level courses from other graduate programs offered by Husson University (i.e. MBA, MS Criminal Justice, Masters in Public Health Administration). Students will work with the assigned advisor to design a certificate program that is substantive and focused on career goals.

CO 700	Orientation to the Professions of Counseling and Human Relat	3
CO 715	Advanced Counseling Techniques	3
CO 711	Legal, Ethical and Professional Issues in Counseling	3
CO 799 or CO 868	Topic/ Capstone Course	3
Graduate Counseling Electives		6
Total Hours		**18**

* More courses may be required to meet the certification or licensing requirements as determined by transcript review.

* If courses were completed in the master's degree program they may be replaced by electives or courses required as determined through transcript review (for School Counselor certification or Clinical Counseling licensure).

Master of Public Health

The Master's in Public Health is a professional Master's degree program that provides advanced preparation for medical and health service managers, health educators, and community health workers. Holders of M.P.H. degrees work with policymakers, health systems and the public on issues concerning healthcare access, long-term wellness and health, and on disease prevention. Such professionals play a critical role in addressing problems of healthcare shortages, rising healthcare costs, and an aging population. As healthcare demand increases, people who can manage these services will be in high demand.

The M.P.H. at Husson requires students to take courses in biostatistics, epidemiology, public policy, economics, ethics, management, planning and behavior change. All students complete capstone and internship experiences, and there are electives in the program providing opportunities for students to focus on particular areas of interest such as analytics or business. The program is offered online, and there is an option for students without a background in public health to gain admission.

Programmatic Outcomes

Students will demonstrate proficiency in:

1. Communication
2. Evidence-based Approaches to Public Health
3. Interprofessional Practice
4. Leadership
5. Planning & Management to Promote Health
6. Policy in Public Health
7. Public Health & Health Care Systems
8. Systems Thinking

Master of Public Health

The Master's in Public Health is a professional Master's degree program providing advanced preparation for medical and health service managers, health educators, and community health workers. Public health professionals work with policymakers, health systems, and the public on addressing healthcare access, long-term wellness and health, and prevention. As the United States continues to address the combined problems of healthcare shortages, rising healthcare costs, and an aging population, holders of the Master's in Public Health will be part of the solution. As healthcare demand increases, there will be an increased demand for people who can manage health services.

The Master's in Public Health at Husson requires students to take courses in biostatistics, epidemiology, policy, economics, ethics, management, planning, and behavior change. All students will complete a capstone and an internship experience, and there are electives in the program providing students the opportunity to take more classes in a related area of interest such as analytics or business. The program is offered online, and there is an option for students without background in public health to enter the program.

HS 600	Research Methods in Public Health	3
HS 601	Biostatistics in Public Health	3
HS 602	Public Health Program Planning, Management, and Evaluation	3
HS 603	Public Health & Behavior Change	3
HS 604	Epidemiology	3
HS 606	Advanced Healthcare Economics and Policy	3
HS 607	Advanced Healthcare Management	3
HS 700	Global Health	3
HS 701	Advanced Integrative Seminar in Public Health	6
HS 702	Public Health Practicum Experience	3
Electives *		9
Total Hours		**42**

* *Note - Students without a BS in Public Health or significant coursework in Public Health are required to take HS 501 Foundation of Public Health , and HS 511 Healthcare Management and Organization as 6 of the 9 required Elective Credit Hours.

Certificate - Nursing Global Health

Six-Course Certificate (18 CH)- Non-capstone; Non-internship
*Degree Requirement for admission: Bachelors of Science in Nursing (BSN) and admission requirements (GPA, etc.) for graduate MPH.

Students will take the following courses (no particular sequence):

HS 602	Public Health Program Planning, Management, and Evaluation	3
HS 604	Epidemiology	3
HS 700	Global Health	3
NU 740	Public Health Policy Issues and Challenges	3
NU 821	Strategy & Analysis of Organizational Process	3
NU 836	Healthcare Informatics and Technology	3
Total Hours		**18**

Upon completion of the six-course certificate, students may continue on towards their MPH (would need to apply for the program).

If an existing MPH student wanted to earn the Nursing Global Health Certificate, students would need to apply during the first term of the program. This would be only open to students who have earned a BSN.

THE DIVISION OF ONLINE AND DISTANCE EDUCATION

Online Programs

One College Circle
Bangor, ME 04401
1-207-941-7186
online@husson.edu
husson.edu/online/

The Husson University's Division of Online & Distance Education serves learners who wish to attend 100% online programs or courses. Online courses are offered in seven weeks terms, and provide a variety of online undergraduate and graduate programs and courses from the Colleges of Business, Health and Pharmacy, and Science and Humanities. Husson University recognizes that some students need greater flexibility in course types and delivery, and 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. Programs are designed to incorporate professional experiences into the academic environment. Students of Online & Distance Education programs are subject to the same policies and requirements as previously enumerated.

Admission

Students interested in pursuing online degrees can find more information about all online programs of study and how to apply at husson.edu/online/, connect with an Enrollment Counselor at (207) 941-7186 or online@husson.edu.

Tuition

Please refer to Husson University's Online Cost and Aid page for more specific information. Tuition is payable in full on or before the first day of class. Payment plans are available.

Online students who seek to take one or more on-campus courses will be charged day division tuition rates for those courses.

Financial Aid

Online & Distance Education students who carry at least three credit hours and are enrolled in a degree program are eligible to apply for need-based financial aid. Some certificates may not qualify for financial aid. Please contact an Enrollment Counselor at (207) 941-7186, or online@husson.edu, or Husson University's Financial Aid Office at (207) 941-7156, or finaid@husson.edu, for further information. It is important to complete financial aid paperwork early, before registration, as it affects billing procedures.

Student Course Load - Online Undergraduate/Graduate Programs

A full-time Husson graduate and undergraduate online student normally enrolls for 6 credit hours of coursework per 7-week term. Undergraduate full-time attendance is defined as a course load of 4 or more credit hours per 7-week term. Graduate full-time attendance is defined as a course load of a minimum of 3 credits per 7-week term. An online student wishing to enroll in more than 9 credit hours during a 7-week term must obtain permission from his or her advisor. If the student's cumulative G.P.A. is below a 3.00 written permission must be obtained from the student's academic advisor, and filed with the Registrar's Office.

Withdrawals and Course Add/Drop

Students may add or drop courses before the start of the term, or during the standard add/drop period which ends the first Friday of a term. Guidelines for add/drop are provided to the students at the time of registration.

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 University receives the official Withdrawal 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.

Academic Policies and Procedures

All Online & Distance Education degree courses are consistent with those offered in the on-campus programs of study. Fully Online programs are offered in six, 7-week terms (except for Graduate nursing). Each degree candidate must complete a minimum of thirty (30) credit hours at Husson University, and 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. Students wishing to take more than six (6) credit hours per term must have approval from the Director of Online and Distance Education.

Term Honors

Online Undergraduate students will be reviewed upon the attempted completion of 21 weeks of instruction. Students are eligible for term honors if they carry a full-time load of 12 credit hours, complete all attempted courses in the time allotted for the term, and achieve the grade-point average listed below in the courses completed during the 21 weeks of instruction. Credits from pass/fail classes do not qualify towards meeting the minimum credit hour requirement.

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

Students enrolled in dual degree programs, leading to both an undergraduate and graduate degree, are not eligible for term honors once they have attained graduate student standing. Students enrolled in only a masters or professional doctoral program are not eligible for term honors.

Academic Warning, Probation, and Dismissal

Online Undergraduate degree and Special students will be reviewed upon the attempted completion of 21 weeks of instruction. Those 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	Academic 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 GPA
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

**Students who earn a 0.00 term grade point average will automatically be placed on Academic Probation.

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. Grade deficiencies should be removed during the subsequent term.

Probation: Academic Probation signifies that students are in serious academic jeopardy and are no longer in good academic standing. Students on probation must remove grade deficiencies by the next review period. Failure to do so may result in academic dismissal from the University. Students on Probation are required to carry a reduced class load. A student on probation cannot enroll in more than 6 credit hours during the next term.

Students with a 0.00 term grade point average will be placed on academic probation regardless of the number of credits earned and cumulative grade point average. Failure to earn a term average of at least 2.0 by the next review period will result in academic dismissal.

Dismissal: The University will dismiss students whose GPA falls within the standards of academic probation for two consecutive review periods. 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 term. Unless the student successfully appeals the dismissal, student will not be able to enroll during the next 7-week term. When an online student is dismissed for academic reasons, the student will not be allowed to register for on-campus 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 term. 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.

Consistent with the University policy on dismissal, after two review periods on academic probation, VA benefits will no longer be certified.

Director of Online and Distance Education: David Rogers, Ph.D. (207) 941-7665, rogersda@husson.edu
Director of Online and Distance Education Enrollment Management: Christopher Vigezzi (207) 941-7633, vigezzic@husson.edu

COURSE DESCRIPTIONS

- Course Descriptions (p. 211)
  - (AB) Animal Behavior (p. 211)
  - (AC) Accounting (p. 211)
  - (AE) Audio Engineering (p. 213)
  - (BA) Business Administration (p. 216)
  - (BR) Bridge (p. 224)
  - (CJ) Criminal Justice (p. 225)
  - (CM) Communications (p. 230)
  - (CO) Counseling (p. 231)
  - (CT) Communications Technology (p. 233)
  - (DA) Data Analytics (p. 234)
  - (ED) Education (p. 235)
  - (EH) English (p. 238)
  - (EP) Entertainment Production (p. 243)
  - (FA) Fine Arts (p. 245)
  - (FS) Forensic Science (p. 247)
  - (GV) Graphic/Visual Design (p. 247)
  - (HA) Hospitality (p. 249)
  - (HE) Husson Experience (p. 250)
  - (HS) Healthcare Studies (p. 250)
  - (HU) Humanities (p. 252)
  - (HY) History (p. 253)
  - (IP) Interprofessional (p. 254)
  - (IS) Independent Study (p. 255)
  - (IT) Integrated Technology (p. 255)
  - (LC) Language and Culture (p. 258)
  - (MC) Mass Communications (p. 259)
  - (MH) Mental Health (p. 263)
  - (MK) Marketing (p. 263)
  - (ML) ROTC (p. 264)
  - (MS) Mathematics (p. 265)
  - (NL) Nursing Clinical (p. 267)
  - (NU) Nursing (p. 270)
  - (OT) Occupational Therapy (p. 276)
  - (PA) Portfolio Assessment (p. 279)
  - (PH) Philosophy (p. 279)
  - (PL) Paralegal (p. 280)
  - (PS) Pharmaceutical Science (p. 282)
  - (PT) Physical Therapy (p. 282)
  - (PY) Psychology (p. 290)
  - (RX) Pharmacy (p. 292)
  - (SC) Science (p. 302)
  - (SL) Science Lab (p. 308)
  - (SM) Sport Management (p. 309)
  - (SY) Sociology (p. 310)
  - (VF) Video/Film (p. 311)
  - (XR) Extended Reality (p. 313)

(AB) Animal Behavior

Courses

AB 210. Emotional Support and Service Animals. 3 Hours.
The unique bond between people and animals is a powerful tool for healing. This course examines the different ways animals can be used to support human health and explores the role of pets and other animals in the treatment and rehabilitation of persons with a variety of physical and psychological disabilities. Students examine case studies such as correctional institutions and “cell dogs”, therapeutic riding, child development and pets, mental health canines, animal therapy with homeless populations, and animal therapy in substance abuse programs. Students are encouraged to engage with a program within their own community, or connect with one online. Prerequisite: AB 110 The Human-Animal Bond Students complete Part 2 of their Certificate Manual in AAI during this course.

AB 310. Animal-Assisted Thrpy:Understanding Techniques, Regs & Risks. 3 Hours.
Professional animal-assisted therapies demonstrate how the human-animal bond can create lasting social, emotional, cognitive, physical, spiritual and psychological changes. Animal-assisted therapeutic activities and learning are found in many settings. It is important that psychology practitioners understand how to safely, legally, and ethically integrate animals into their practice. Students study various techniques specific to animal-assisted therapy and understand best practices for working with animals during counseling sessions. Students also complete Part 3 of their Certificate Manual in AAI during this course. Prerequisite(s): AB 210.

(AC) Accounting

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. Prerequisite of a grade of C or higher in AC 121. 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 the accounting for pensions, leases, and accounting changes and error correction. Other specialized topics may include bankruptcies, foreign operations, and partnership accounting. 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. In addition, budgeting and variances are studied, along with decision-making models. Prerequisite(s): AC 122.

AC 352. Forensic and Investigative Accounting. 3 Hours.
This course covers important topics associated with modern forensic and investigative accounting. Topics include fraud auditing, litigation support, valuation, cybercrime, and other key forensic topics. The objectives include understanding the principles and practices used by public accountants, internal auditors, and others used to examine financial and related information. Prerequisite(s): AC 202.

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 interaction 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 IT 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. CPA Review- REG. 3 Hours.
This course provides students with a comprehensive and in-depth review of the topics currently covered on the Regulation (REG) section of the Uniform CPA Exam. The course is divided into modules aligning with the CPA exam and provides students the opportunity to enhance study and application skills through the use of lectures, quizzes, and a comprehensive practice examination. Prerequisite(s): AC 301 and AC 302 and AC 441 and AC 442 and College Level=Senior.

AC 484. CPA Review – FAR. 3 Hours.
This course provides students with a comprehensive and in-depth review of the topics currently covered on the Financial Accounting and Reporting (FAR) section of the Uniform CPA Exam. The course is divided into modules aligning with the CPA exam and provides students the opportunity to enhance study and application skills through the use of lectures, quizzes, and a comprehensive practice examination. Prerequisite(s): AC 301 and AC 302 and AC 471 and 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.

(AE) Audio Engineering

Courses

AE 100. Audio Engineering I. 3 Hours.
This course surveys the fundamental concepts of audio production. It introduces students to 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 common vocabulary relating to the audio industry, concepts, and career options. Lab work includes mixing and signal flow exercises. A minimum of C+ must be earned for all required Audio Engineering courses in the Music Production, Post Production, and Live Sound Production concentrations.

AE 101. Applied Audio Engineering I. 2 Hours.
This course is the lab segment for AE 100 Audio I, which introduces acoustics 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. A minimum of C+ must be earned for all required Audio Engineering courses in the Music Production, Post Production, and Live Sound Production concentrations.

AE 102. Music Structure and Style for Audio. 3 Hours.
This course fosters an 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. A minimum of C+ must be earned for all required Audio Engineering courses in the Music Production, Post Production, and Live Sound Production concentrations.

AE 103. Intro To Live Sound Production. 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. A minimum of C+ must be earned for all required Audio Engineering courses in the Music Production, Post Production, and Live Sound Production concentrations. Prerequisite(s): AE 100 and (AE 101 or EP 122).

AE 104. Pro Tools 1. 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. A minimum of C+ must be earned for all required Audio Engineering courses in the Music Production, Post Production, and Live Sound Production concentrations. Prerequisite(s): AE 100 and AE 101.

AE 200. Audio Engineering II. 3 Hours.
In AE 200, students build upon their audio knowledge and experience obtained in Audio Tech. I, through classroom studies and hands-on recording and mixing. Students foster their knowledge by investigating audio fundamentals, signal flow, common recording technologies, and studio operation procedures. In the lab, students learn microphone, console, and session management techniques by recording live performers. In personal labs, students hone mixing and recording skills. A minimum of C+ must be earned for all required Audio Engineering courses in the Music Production, Post Production, and Live Sound Production concentrations. Prerequisite(s): AE 103 and AE 104.

AE 201. Applied Audio Engineering II. 3 Hours.
In the studio, 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. In order to continue in the Audio Engineering and/or Live Sound Program, students must earn a grade of "C+" or higher in this course. Prerequisite(s): AE 103 and AE 104.

AE 202. Intro To Music Production. 3 Hours.
This course helps students achieve an understanding of the ideas and principles behind the theory and the structure of music. Harmony, melody, rhythm, and form are explored, coupled with theory and ear training exercises, and composition projects. A minimum of C+ must be earned for all required Audio Engineering courses in the Music Production, Post Production, and Live Sound Production concentrations. Prerequisite(s): AE 104.

AE 203. Sound Reinforcement Techniques I. 3 Hours.
This course reinforces live sound knowledge and skills through hands on experience. Topics include digital console operation, microphones, mixing workflows, wireless audio technologies, and advanced signal flow concepts. Participation in performance events is required, including concerts, video productions, sporting events, and variety shows. A minimum of C+ must be earned for all required Audio Engineering courses in the Music Production, Post Production, and Live Sound Production concentrations. Prerequisite(s): AE 103.

AE 221. Intro to Post Production. 3 Hours.
This course explores the fundamentals of editing video as a complement to the audio portion of students' work. From file management to compression schemes and from editing on a timeline to distribution methods, students examine various facets of video, including commercials, films, live productions, and television shows. The course also looks at how certain aspects of audio post production integrate with variations of video, including a snapshot of Foley work, ADR, SFX mixing, and surround sound editing. A minimum of C+ must be earned for all required Audio Engineering courses in the Music Production, Post Production, and Live Sound Production concentrations.

AE 253. Live Entertainment Technology. 3 Hours.
Students in this course explore the multi-disciplinary nature of live event production and the fundamentals of stage lighting, theatrical and entertainment rigging, and video projection. Course outcomes emphasize event safety and methods for working effectively in a large, multi-department production crew. In addition, students become familiar with stage and production terminology, common job titles and their associated responsibilities, and complete mock load-ins and strikes in a variety of event scenarios.

AE 299. Topic/. 1-6 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.

AE 300. Technical Foundations of Audio Systems. 3 Hours.
This course explores advanced audio theory including gain staging, loudness, electricity fundamentals, power, and grounding. It also addresses concerns in the design and interconnection of digital and analog audio equipment. A minimum of C+ must be earned for all required Audio Engineering courses in the Music Production, Post Production, and Live Sound Production concentrations. Prerequisite(s): AE 200 and AE 201 and AE 203.

AE 301. Hybrid Mixing Techniques. 3 Hours.
In this course, students create music and post-production mixes, building technical and listening skills. A culminating cartoon project applies learned mix and recording skills in a complex post-production project. A minimum of C+ must be earned for all required Audio Engineering courses in the Music Production, Post Production, and Live Sound Production concentrations. Prerequisite(s): AE 200 and AE 201 and AE 203.

AE 302. 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. A minimum of C+ must be earned for all required Audio Engineering courses in the Music Production, Post Production, and Live Sound Production concentrations. Prerequisite(s): AE 202.

AE 303. Sound Reinforcement Techniques II. 3 Hours.
In this course students expand their experience with digital consoles, mixing techniques, cable construction, microphones, monitor mixing, and the design and interconnection of modern audio systems. Participation at live events as a mix engineer is also required. A minimum of C+ must be earned for all required Audio Engineering courses in the Music Production, Post Production, and Live Sound Production concentrations. Prerequisite(s): AE 203.

AE 311. Applications of Effective Recording. 3 Hours.
This course focuses primarily on recording in music and post-production environments. Topics 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. A minimum of C+ must be earned for all required Audio Engineering courses in the Music Production, Post Production, and Live Sound Production concentrations. Prerequisite(s): AE 200 and AE 201 and AE 203.

AE 314. Pro Tools II Music. 3 Hours.
This course builds intermediate Pro Tools skills that are necessary in music production. Students learn the components of an HDx 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. A minimum of C+ must be earned for all required Audio Engineering courses in the Music Production, Post Production, and Live Sound Production concentrations. Prerequisite(s): AE 300 and AE 301 and AE 311.

AE 324. Pro Tools II Post. 3 Hours.
This course builds intermediate Pro Tools skills in audio post production. Students learn the components of a HDx 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. A minimum of C+ must be earned for all required Audio Engineering courses in the Music Production, Post Production, and Live Sound Production concentrations. Prerequisite(s): AE 300 and AE 301 and AE 311.

AE 330. Internship. 3 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= Communications Technology – Live Sound Technology or Major=BS Communications Technology - Audio Engineering or Major=BS Communications Technology – Video Production or Major=BS Communications Technology- WebMedia) and (College Level=Senior). Each student will find, will choose, or will be provided with an internship site. The site chosen will be based upon; (1) an interview conducted by the management of the internship site, (2) the acceptance by the internship coordinator, and (3) the student's preference of location based on availability. The internship coordinator will have the final decision on all internship placements. The coordinator's decision will be based on his/her interaction with the student during previous coursework and his/her understanding of the requirements of the student and the internship site. Every consideration will be given to the student's personal preferences with regard to location and type of internship site. Prerequisite(s): College Level=Senior.

AE 351. Audio Electronics. 3 Hours.
This course investigates the design and maintenance of audio electronics. Students explore electronic components and their use in typical audio circuits. Students also use soldering, measurement, and other tools to construct cabling and kits. Other topics include power and grounding, electrical safety, noise solutions in audio systems, and analog interfacing. A minimum of C+ must be earned for all required Audio Engineering courses in the Music Production, Post Production, and Live Sound Production concentrations. Prerequisite(s): AE 300.

AE 352. Speaker Systems: Design & Optimization. 3 Hours.
This course focuses upon sound system design and optimization. Processing, amplifiers, loudspeakers, and system analysis tools are investigated in detail. Special attention is paid to system optimization, including impedance, phase, and coverage concerns. A minimum of C+ must be earned for all required Audio Engineering courses in the Music Production, Post Production, and Live Sound Production concentrations. Prerequisite(s): AE 300.

AE 353. Broadcast Audio Engineering. 3 Hours.
In this course students receive hands-on training on multiple sound reinforcement consoles. Key topics in this course include advanced live sound signal flow, design, commissioning and setup of complex digital live audio systems, and a survey of broadcast mixing fundamentals. A minimum of C+ must be earned for all required Audio Engineering courses in the Music Production, Post Production, and Live Sound Production concentrations. Prerequisite(s): AE 203.

AE 354. Broadcast Audio Engineering Event Practicum. 1 Hour.
In this course students receive hands-on training on multiple sound reinforcement consoles. Key components of this course include advanced live sound signal flow, design, commissioning & setup of complex digital live audio systems, and a survey of broadcast mixing fundamentals. A minimum of C+ must be earned for all required Audio Engineering courses in the Music Production, Post Production, and Live Sound Production concentrations. Prerequisite(s): AE 203.

AE 402. Sound Design for Modern 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 focuses on the practices and skills required to utilize computer-based post-production software and prepares students for the role of sound designer and to work under a supervising sound editor. A minimum of C+ must be earned for all required Audio Engineering courses in the Music Production, Post Production and Live Sound Production concentrations.

AE 403. Live Sound Production. 3 Hours.
In this course, students explore the duties of the sound reinforcement professional, including advancing a show, and creating music style and event appropriate mixes. Additional topics include microphone selection, system troubleshooting, and operation of QLab and Smaart software applications. Significant projects include the completion of a variety of weekly mix assignments, and participation at live events as event leads and mix engineers. A minimum of C+ must be earned for all required Audio Engineering courses in the Music Production, Post Production, and Live Sound Production concentrations. Prerequisite(s): AE 352 and AE 353.

AE 404. Live Sound Production Practicum. 1 Hour.
This practicum provides experience that supplements and reinforces the learning and undertakings of AE 403, Live Sound Production. A minimum of C+ must be earned for all required Audio Engineering courses in the Music Production, Post Production, and Live Sound Production concentrations.

AE 411. Music Engineering & Production. 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. A minimum of C+ must be earned for all required Audio Engineering courses in the Music Production, Post Production, and Live Sound Production concentrations. Prerequisite(s): AE 300 and AE 301 and AE 311.

AE 421. Post Production. 3 Hours.
This course offers foundation level training in audio post-production for TV, film, and other media. 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. A minimum of C+ must be earned for all required Audio Engineering courses in the Music Production, Post Production, and Live Sound Production concentrations. Prerequisite(s): AE 300 and AE 301 and AE 311.

AE 451. Advanced Music Engineering & 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. A minimum of C+ must be earned for all required Audio Engineering courses in the Music Production, Post Production, and Live Sound Production concentrations. Prerequisite(s): AE 411.

AE 453. Advanced Live Sound Production. 3 Hours.
As a capstone course, Advanced Live Sound Production puts graduating students' knowledge to test. Functioning as Event Leads, students advance and manage multiple live events. Development of professional skills is central, including personal organization, time management, interpersonal communication, and troubleshooting. For the capstone project, students complete a semester long research project on a topic of their choice. Also present is advanced exploration of specific live audio technologies, and continued expansion of mixing skills through mix labs and event participation. A minimum of C+ must be earned for all required Audio Engineering courses in the Music Production, Post Production, and Live Sound Production concentrations. Prerequisite(s): AE 403.

AE 454. Advanced Live Sound Production Practicum. 1 Hour.
This practicum provides students an opportunity to implement knowledge and skills gained throughout the Live Sound Production program in an event environment. It parallels the capstone course, AE 453. A minimum of C+ must be earned for all required Audio Engineering courses in the Music Production, Post Production, and Live Sound Production concentrations.

AE 461. Advanced Post Production. 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. A minimum of C+ must be earned for all required Audio Engineering courses in the Music Production, Post Production, and Live Sound Production concentrations. Prerequisite(s): AE 421.

AE 499. Topic/. 3 Hours.
This course listing is intended to provide the opportunity for faculty to offer advanced courses of interest in Audio Engineering that would not normally be part of the University curriculum.

(BA) Business Administration

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 an overview of the important aspects of Business Law for managers and other professionals. Some of the areas of study that are covered include the Legal System and how it works, Constitutional Law, Contract Law, Criminal Law, Product Liability/ Tort Law, and Real Estate Law.

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 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. The concepts included are: supply, demand, elasticity, production, costs, inflation, employment and unemployment, market structure, international trade, factors of production, national income accounts, fiscal policy, monetary policy, inequality and poverty, 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 231. Principles of Leadership. 3 Hours.
This course is designed to introduce students to the study of leadership. Through an examination of both traditional and emerging theories of leadership, students will develop an understanding of key leadership traits, skills, and styles. Students will assess their leadership traits and skills to improve their own leadership performance.

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/. 1-6 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 300. Business Presentations. 3 Hours.
This course provides students with a working knowledge of how to create, brief, and present information across the organizational communications spectrum. Students learn how to think critically and apply problem solving skills across a variety of historical and contemporary business topics. Students learn how to collect, analyze, synthesize, and present information in a professional manner to various audiences in different venues. The foundational skill set developed in this course is the ability for students to articulate their ideas in a professional manner within a variety of business settings. Prerequisite(s): EH 124 or EH 105.

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 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. Prerequisite(s): BA 101 or HA 101 or SM 101 or Major=BS Accounting.

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 or Major=BS Criminal Justice - National/Corporate Security or Major=BS Criminal Justice - Psychology).

BA 312. 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 include leading and governing non-profit organizations, managing non-profit operations, board/staff relations, and developing and managing non-profit resources.

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, taxes, 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 or MS 180 or MS 181.

BA 351. Internship. 3 Hours.
This course provide the student with an introductory experiential learning opportunity. Active participation in actual projects for the internship site is required and community service activities are welcome. 120 hours are required for this internship. The internship should be taken in your junior or senior year after a minimum of 60 credits of coursework have been completed.

BA 352. Internship II. 3 Hours.
This course provides the student with an introductory experiential learning opportunity. Active participation in actual projects for the internship site is required and community service activities are welcome. 120 hours are required for this internship. The internship should be taken in your junior or senior year after a minimum of 60 credits of coursework have been completed.

BA 353. Internship III. 3 Hours.
This course provides the student with an introductory experiential learning opportunity. Active participation in actual projects for the internship site is required and community service activities are welcome. 120 hours are required for this internship. The internship should be taken in your junior or senior year after a minimum of 60 credits of coursework have been completed.

BA 354. Internship IV. 3 Hours.
This course provides the student with an introductory experiential learning opportunity. Active participation in actual projects for the internship site is required and community service activities are welcome. 120 hours are required for this internship. The internship should be taken in your junior or senior year after a minimum of 60 credits of coursework have been completed.

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. 3 Hours.
The foundation finance course covers basic corporate financial management issues. Topics include financial statements, financial ratio analysis and capital budgeting. 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 BA 211 and (MS 141 or MS 180 or MS 181).

BA 364. Corporate Options and Structure. 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 capstone course involves studying strategic planning including mission & vision statement development, analysis of the external environment and internal organization factors, development of strategic alternatives, selection and its implementation of appropriate strategies, and evaluation of business strategies and competitive dynamics. Special emphases are given to the integration and coordination of the functional areas within the enterprise. Case study analyses will be used to provide practical experience in analysis and decision making in the solution of business problems. Students learn how organizations create, capture, and maintain value, and how it is fundamental for sustainable competitive advantage. Prerequisite(s): College Level=Senior.

BA 415. Business Strategy in Practice. 3 Hours.
Strategy may be defined as the art and science of formulating and implementing plans to achieve specific goals. This course examines the impact of business decisions on an organization's qualitative and quantitative performance. The course focuses on the criteria for making strategic choices from the many options available to a company and its competitors. A grade of C+ or better in BA 414 – Business Strategy. Prerequisite(s): BA 414.

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 245.

BA 428. Strategic Selling. 3 Hours.
This course builds on the fundamentals of selling. The student will understand how to advance sales in light of complex business environments consisting of layers of buyers, decision makers and those who influence purchasing decisions. A strategic account planning process will be analyzed and applied to real companies by way of case studies. The art and skill of negotiating will be studied and learned through role play. Prerequisite(s): BA 422.

BA 429. Competitive Intelligence. 3 Hours.
In this course, students engage in the discipline of competitive intelligence which involves the collection and analysis of relevant information that allows for more effective, timely and efficient decision making by key company leaders. Students examine the transition over the past three decades of cold war intelligence efforts being applied to global business competition. This transition has compelled companies to be more cognizant of their external environment and the rapid and profound changes in the market place. Prerequisite(s): MS 132.

BA 434. International Finance. 3 Hours.
In this course, students examine the factors affecting exchange rates, the 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 the 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 245.

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 245.

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. Applied Small Business Management. 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): College Level=Junior or College Level=Senior.

BA 443. Entrepreneurship II: Business Plans. 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): College Level=Junior or College Level=Senior.

BA 460. Investments: Stocks and Mutual Funds. 3 Hours.
This course begins with an introduction to financial markets and investment instruments. Additional topics include risk and return, margin trading and short sales, mutual funds and stock quotations and trading procedures. Students are introduced to the theories of market efficiency and behavioral finance. Additionally, students research investment opportunities and make buy/sell recommendations for a student-directed investment fund. Prerequisite(s): BA 362.

BA 464. Money, Banking and Financial Markets. 3 Hours.
This is an introduction to money and banking. The course assumes that students are fully conversant with micro and macro-economics and the basics of the financial system in the U.S. Students will obtain a working knowledge of the principles of the U.S. monetary system, the banking system and its regulation, and the conduct of monetary policy. Students will learn to apply aggregate supply and demand in the analysis of business cycle fluctuations and inflation and to apply supply and demand analysis to the financial and money markets. Students will also learn the role of government policies in markets and macro outcomes. Prerequisite(s): BA 211 and BA 212.

BA 465. Biotechnology: The Business of Genetics. 3 Hours.
This course is designed to provide students with the opportunity to become familiar with the scope and nature of organizations that work with genetics within biotechnology industries. Through extensive case studies, students focus on the dynamics of these enterprises, their organizational structures, the regulatory considerations of these entities, and how organizational cultures are created to enhance opportunities for innovation and discovery.

BA 466. Investments: Bonds and Derivatives. 3 Hours.
Through this course, students learn the relationship between interest rates and bond prices. Diversification and portfolio evaluation measures are also discussed. Students are introduced to futures contracts and option contracts mechanics and strategies. Students learn how to find and use financial information about companies. Additionally, students research investment opportunities and make buy/sell recommendations for a student-directed investment fund. Prerequisite(s): BA 362.

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 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 480. Project Management Techniques. 3 Hours.
This course provides students with practical methodologies for planning and managing large or small projects effectively. In addition, students undertake projects which must be completed within cost, schedule, and quality constraints. Prerequisite(s): College Level=Senior.

BA 481. Benefits and Estate Planning. 3 Hours.
This course has two main purposes. The first is to provide a knowledge base regarding the administrative and tax rules and regulations and to familiarize the student with the tools of estate planning. The second purpose is to enable students to use this knowledge and the tools to engage in the strategies employed by estate planners to carry out the wishes of their clients. Prerequisite(s): BA 271.

BA 486. Financial Plan Development. 3 Hours.
This capstone course requires the financial planning students to demonstrate the ability to integrate and, apply his or her knowledge of financial planning topics, as received through the curricula. The students are expected through this course to prove their ability to apply the financial planning process to real-life situations, as well as their ability to communicate their planning recommendations to a client. This course is designed to fully meet the financial plan development course requirement to CFP Board's education standards. Prerequisite(s): BA 362.

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, and international financial management. Current developments in global economic and business are emphasized. Prerequisite(s): BA 310 and BA 245.

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 496. Leadership Development. 3-9 Hours.
This course awards academic credit for participation in pre-approved professional development programs. These programs are designed to lead students in an exploration of leadership and their leadership capabilities. Throughout the programs, students are introduced to the study of leadership and are required to apply their leadership skills to group projects designed to bring positive change to the partner organizations with which they are working. Students must be a current or past member (2013 or later) of the Bangor Region Leadership Institute (BRLI) program, the Leadership Maine program, the Bangor Savings Bank Leadership Program, the Northern Light Health Professional and Organizational Development Program, or SHRM certification programs (CP and SCP). Additional programs may be added as approved.

BA 497. Business and Culture Travel Study Course. 3 Hours.
Business and Culture Travel Study course is designed to expose students to economies across the world. During the course students will travel to important commercial, cultural and governmental cities. Through a combination of readings students will be exposed to 20th and 21st century history, economics, culture political and business philosophy. The course will also involve visits to major multinational corporations, cultural activities and lectures from University business faculty when available. The course will also have two pre-trip class sessions with readings and one post course session to wrap up the experience and discuss the student travel logs.

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 500. MBA Fundamentals. 1 Hour.
This course will provide students with foundational knowledge and skills in a range of business education topic areas. The course provides non-business majors, or students needing to refresh their knowledge, with the necessary business fundamentals to help them succeed in the MBA program.

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 an overview of microeconomic concepts with the aim of developing within students an understanding of how those concepts aid managerial decision-making. The course then focuses on practical applications of economic analysis to problems of concern to managers.

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 coursework 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 or IT 601) 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. The Legal Environment of Business. 3 Hours.
This course will provide an overview of the important aspects of business law for executives, managers, accountants, and other professionals. The areas of law covered include but are not limited to administrative, contract, corporate and other business organizations, employment relations, real estate, taxes, and UCC sales.

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 648. Project Management Techniques. 3 Hours.
This three-credit hour course provides students with practical methodology for planning and managing large or small projects effectively. The course will follow the Project Management Body of Knowledge (PMBOK), the globally recognized Project Management standards and best practices published by the Project Management Institute (PMI).

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) the functions of the health care manager, (2) the 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 or RX 535.

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 704. Managing Quality in Healthcare. 3 Hours.
This course examines methods and tools for managing quality in health facilities, physician practices, managed care, and public health. Topics include developments in quality assurance and improvement, utilization review, risk management, and patient satisfaction.

BA 705. Global Perspectives in Healthcare. 3 Hours.
This course examines the social, political, and economic aspects of global healthcare issues. Through a comparative analysis of the health systems of multiple nations, students will compare theories of health policy and priorities, healthcare system facilities, workforce, technology, cost, quality, and access. The emphasis of the course will be on health management strategies used in different countries and healthcare systems to mobilize, allocate, and maintain resources to improve the healthcare status and delivery systems.

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 non-profit 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. 3 Hours.
This course begins with an introduction to the framework for providing quality service to customers and guests. Next we will discuss the needs of the customer/guest and proceed to develop our menu and/or product accordingly. Finally, we will learn how management and staff create loyal customers and guests by delivering service that exceeds their expectations.

BA 725. Strategic Management & Leadership in Athletics. 3 Hours.
This course examines contemporary theories related to the critical functions of management and leadership in athletic administration. It emphases a wide array of management, organizational, and leadership theories and practices and the strategic importance to athletic organizations. This course also addresses various skills, roles, and functions that are expected of athletic administrators.

BA 726. Information Management in Athletics. 3 Hours.
This course examines theories and practices related to the complex field of athletic communication and media relations. Emphasis is given to the exploration of the relationship that exists between internal and external entities associated with the athletic industry. This course covers various topics within the areas of media relations, marketing, sales, sales management, and sport information.

BA 727. Legal Issues & Risk Management in Athletics. 3 Hours.
This course examines principles of contract, tort, intellectual property, constitutional, and administrative law as applied to the growing and complex field of athletic administration. Emphasis is given to negligence, defamation and libel, contract negotiation, risk management, criminal and civil law, the rights of student-athletes and the legal liability and responsibly of coaches, and athletic administrators.

BA 728. Governance & Policy in Athletics. 3 Hours.
This course integrates management theory with sport governance and policy development practice. It emphasizes interscholastic and intercollegiate athletics and provides students with an understanding of the authority, organizational structures, and function of the major governing bodies in professional and amateur sport organizations at the local, national, and global levels. The course also covers the study of policy development in educational, non-profit, professional, and international sport organizations.

BA 729. Hospitality Graduate Directed Practicum. 3 Hours.
This course provides the student with a graduate level experiential learning opportunity in the area of Hospitality Management. Active participation in actual projects for the internship site is required and community service activities are welcome. 150 hours are required for this internship. Prerequisite(s): BA 720 and BA 722 and BA 724.

BA 730. Athletic Administration Graduate Directed Practicum. 3 Hours.
The purpose of this course(s) is to provide athletic administration majors an opportunity to gain "hands on" practical experience in the workplace. This 150-hour internship experience is designed to meet the both the academic and professional needs of students as they prepare for graduation and occupational pathways. Interns work closely with practitioners in sport-related fields, gaining valuable experience while also earning 3 hours of academic credit.

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 741. Staffing & Selection. 3 Hours.
A source of competitive advantage for any organization is its talent. The effectiveness of an organization depends on the performance of each individual in that organization. Hence, one of the most important human resource functions is that of staffing the organization. This course is essential for HR professionals who are responsible for recruiting, screening, hiring, promoting, and outplacing employees. It is also very crucial for any line managers, supervisors, team leaders, and hiring managers who are involved in recruiting, making promotions, succession, or any other workforce decisions. An examination of the scientific, legal, and administrative issues associated with the recruitment, selection, employment and retention of individuals by organizations augments the study. Specific attention will be given to the current challenges of an increasingly dynamic workplace and diverse workforce.

BA 742. Training & Development. 3 Hours.
The effective training and development of human resources creates tremendous and unique value for an organization. This course examines how organizations can develop and manage the talents and skillset of human capital. The course explores topics such as training needs analysis, formulating training objectives, and the design, implementation, and evaluation of training and development programs.

BA 743. Compensation and Reward Management. 3 Hours.
This course provides students with an understanding of the many factors that need to be addressed to design and implement an effective total compensation and benefits program. The course is designed to give students a practical understanding of the methods and implications of compensation with a particular focus on analyzing compensation issues and situations facing real-world firms. Students gain a practical understanding of the complexities of reward systems and appreciation of the key ingredients necessary to ensure successful implementation in organizational settings.

BA 750. Fundamentals of Risk Management. 3 Hours.
This course explores the fundamentals of risk management. After discussion of the importance of risk and the rationale for its management in organizations, the remainder of the course will analyze the process of and methods for managing risk.

BA 751. Employee Benefits. 3 Hours.
This course explores employer-sponsored benefit plans and their fit with organizational strategy and total compensation. Emphasis is placed on plan design, administration, funding, and regulation. The course also addresses organizational characteristics, benefit structure, and cost sharing.

BA 752. Crisis Management. 3 Hours.
Crisis Management can be defined as a communications response to an event that has a negative impact on an audience - the public, customers/clients, employees, shareholders, etc. Examples of such events could include tainted food, a corporate leak, a political scandal, an entertainment or athletic scandal, damaged products that cause or could potentially cause life-threatening situations, natural disasters, terrorism, and financial disasters. In this course, students will analyze and critique high-profile cases and learn how to effectively respond to crises.

BA 753. Corporate Risk Management. 3 Hours.
Corporate risk is analyzed through the lens of enterprise risk management. This course explores the operational and financial risks faced by firms and the study of various methods of handling these risks.

BA 754. Strategic Selling. 3 Hours.
The focus of this course is on key, strategic customer selling approaches. The process of sales planning and strategy development for these types of customers will be emphasized. The objective of this course is to understand and execute sales strategies for managing major and large customers.

BA 760. Technology & Innovation. 3 Hours.
BA 760 Technology & Innovation offers a research approach to identifying, analyzing, and creating technological advantage in nascent and mature industries. Students will apply the methodologies of innovation and discovery to business settings and markets, seeking to create competitive advantage and achieve market transformation through strategic initiatives that redefine consumer expectations and industry practices and reframe organizations to embrace innovative practices and processes.

BA 761. Biotechnology: The Business of Genetics. 3 Hours.
This course is designed to provide students with the opportunity to become familiar with the scope and nature of organizations that work with genetics within biotechnology industries. Through extensive case studies, students focus on the dynamics of these enterprises, their organizational structures, the regulatory considerations of these entities, and how organizational cultures are created to enhance opportunities for innovation and discovery.

BA 762. Groupthink. 3 Hours.
This course explores the origin of groupthink. Groupthink is a term first used by social psychologist Irving L. Janis (1972) that refers to a psychological phenomenon in which people strive for consensus within a group. This course explores groupthink as a phenomenon where people set aside their own personal beliefs or adopt the opinion of the rest of the group.

BA 763. Legal Aspects of Entrepreneurship. 3 Hours.
The focus of this course is on the legal dimensions of entrepreneurship. It helps prepare students to meet the legal and regulatory challenges and opportunities they can expect to encounter as entrepreneurs, venture capitalists, and managers of private and public businesses. Topics include forms of business organization and ownership structure, protecting intellectual property, funding ventures, contracts, product liability, and managing human resources.

BA 764. Entrepreneurship. 3 Hours.
The focus of this course is on the entrepreneurial process from opportunity recognition through crafting a business plan. Topics include opportunity recognition, innovation, new venture development, marketing, fund raising and cash flow, financial statements, strategy development, growth, and exit. Students will develop a comprehensive business plan for a business idea.

BA 765. Applied Small Business Management. 3 Hours.
This seminar-style course focuses on real-world issues in small business management. Using the case approach, students examine and analyze business problems facing small companies. Cases are drawn from the text, from actual local small businesses, and from the practical experience of students in the class.

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. 3-6 Hours.
This course is used to award graduate credit for prior learning and educational experience obtained outside of the traditional classroom. Through the preparation of a professional project, students provide formal documentation of the specific graduate-level learning competencies which they have acquired through prior experience. A maximum of six (6) credit hours may be earned.

BA 792. Graduate Internship I. 3 Hours.
This course provides the student with a graduate experiential learning opportunity. Active participation in actual projects for the internship site is required and community service activities are welcome. 150 hours are required for this internship.

BA 793. Graduate Internship II. 3 Hours.
This course provides the student with a graduate experiential learning opportunity. Active participation in actual projects for the internship site is required and community service activities are welcome. 150 hours are required for this internship. Prerequisite(s): BA 792.

BA 794. Graduate Internship III. 3 Hours.
This course provides the student with a graduate experiential learning opportunity. Active participation in actual projects for the internship site is required and community service activities are welcome. 150 hours are required for this internship. Prerequisite(s): BA 793.

BA 796. Leadership Development. 3-6 Hours.
This course awards academic credit for participation in pre-approved professional development programs. These programs are designed to lead students in an exploration of leadership and their leadership capabilities. Throughout the programs, students are introduced to the study of leadership and are required to apply their leadership skills to group projects designed to bring positive change to the partner organizations with which they are working. Students must be a current or past member (2013 or later) of the Bangor Region Leadership Institute (BRLI) program, the Leadership Maine program, the Bangor Savings Bank Leadership Program, the Northern Light Health Professional and Organizational Development Program, or SHRM certification programs (CP and SCP). Additional programs may be added as approved.

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.

(BR) Bridge

Courses

BR 113. What if They're Right? Individual Resp to Climate Change. 3 Hours.
Climate change is the environmental issue that will define this century, and as such it is the essential question facing humankind. How we respond will be complex and interconnected. Science, engineering, politics, economics, education, social justice, human rights and food systems are just some of the interconnected pieces to our response. The problem is existential at its most fundamental level. This course studies responses to climate change at the individual level, through a philosophical and scientific lens, in order to empower the student to make a greater contribution at the community level and higher.

BR 114. The Business of Fitness and Wellness. 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 fitness and wellness concepts into youth, community and campus recreation programs. Using the principles and theories for fitness and wellness program development and implementation within youth, community, public, private and campus recreation programs, students will understand how to design, develop, administer, and fitness and wellness programs and/or events.

BR 115. History of New England Fisheries. 3 Hours.
The History of New England Fisheries integrates social, economic, and biological approaches to explore the significance of fishing in the New England region, from pre-Columbian through modern times. Emphasis will be placed on four case fisheries from Maine: cod, salmon, lobster, and scallops. The course uses a variety of approaches to examine how history informs fisheries policy and management, including mapping and analysis of historical landings data, the value of fisheries as commerce, current fisheries publications and local meetings, and oral histories. Contemporary issues of global food shortage, industrialization, and climate change will be discussed through a historical lens. The course includes field trips to locations within the Downeast Fisheries Trail.

BR 120. Art and Design Foundations. 3 Hours.
This bridge course is the perfect foundation for students interested in both studio arts and graphic design. Students are introduced to basic art and color theory through the elements and principles of two-dimensional design. Emphasis is placed on materials manipulation by combining traditional media with basic digital drawing and painting tools. Students develop problem solving skills and learn how to critically analyze works of art. No prior experience with art or technology is needed.

BR 121. Co-Creating Across Generations. 3 Hours.
The goal of this art course is for students to understand how cultural stereotypes, norms and expectations can influence their perspective about aging and older adults. Visual Arts is the lens through which these issues are explored. Evidence-based literature related to ageism, aging stereotypes and the benefits of creative arts for older adults are reviewed. A transgenerational experiential component which teams students with older adults to explore art-making in an 8-week studio intensive is embedded in the course.

BR 122. Gods, Galaxies,&Gray Matter:The Relationships Btw Sci&Rel. 3 Hours.
In this course, students learn about the complex history of the ways science and religion have related to one another in both Western and Eastern religions. Much of this history is a history of real or perceived conflict. However, students are introduced to other models of the relationship between science and religion: Independence, Dialogue, and Integration. They learn to apply those models to contemporary controversies, such as the rise of new earth creationism, dogmatic atheism, climate change denial, and vaccine refusal.

BR 131. The Humanity of Healthcare. 3 Hours.
This course explores the fundamental perspectives and relationships of contemporary health care through literature, art, and other humanities. Course readings, discussions, and writing assignments offer opportunities for students to think about the ways the humanities can enrich and enhance clinical perspectives by increasing awareness of social and cultural contexts of modern medicine. This course is offered in a hybrid format, with one weekly in-person meeting (Tuesdays at 11am) followed by an online discussion.

BR 141. Of A Feather: The Natural and Cultural History of Birds. 3 Hours.
Through a consilience of biological and cultural approaches, this course will consider how birds have been represented and understood over time and across cultures. Through art and science, fieldwork and observation, analysis and interpretation, rhetorical argument and creative expression, students will examine the vast number of perspectives we apply to the life of birds. Studies of the history and modern methods of ornithology will balance with cultural readings of birds in poetry, fiction, creative non-fiction, visual arts and popular music.

BR 210. Nutrition and Disease: Evolutionary and Cultural Perspective. 3 Hours.
This course focuses on the link between diet and disease from evolutionary and cultural perspectives and fosters a better understanding of what can be considered as the optimal diet for human health.

BR 300. Diversity and the Sociology of Education. 3 Hours.
This course examines US schooling, and education more broadly conceived, through a sociological lens, with a focus on the interplay of diverse minority statuses and current educational structures. It looks at the institutionalized knowledge, policies and practices in the educational system and society that perpetuate stereotypes and various types of inequalities. The end goal of this course is to help students become critical and self-reflective practitioners, both as future educators and service providers inside and outside of schools to populations affected by this system. SY 201 recommended but not required.

BR 400. Crisis Intervention Strategies. 3 Hours.
This course is designed to introduce students to the methods and techniques of crisis intervention. This class presents real-life situations first and then explores the theories and methods relevant to those situations. It goes beyond the simple presentation of facts and incorporate best practices of crisis intervention by professionals in both the mental health and criminal justice fields. This class also examines the psychological effects of crisis on professionals and ethical considerations related to crisis response. Prerequisite(s): College Level=Junior or College Level=Senior.

(CJ) Criminal Justice

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 190. The Science of Fingerprints. 3 Hours.
This course will allow students to examine every facet of the discipline, from the history of friction ridge identification and its earliest pioneers and researchers, skin growth in the embryo, structure of skin, scarring and histology, the chemistry of sweat and other secretions, to the scientific basis and the various steps of the identification process.

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 240. Forensic Photography. 3 Hours.
This course centers on the use of numerous photography skills to document items of evidence for comparison purposes and to aid the trier of fact in a court of law. Through theory and practical application inside and outside of the classroom students obtain a basic understanding of how to operate a still single-lens reflex digital camera. Students also learn a range of techniques to enhance their photograph through the use of levels, curves and exposure of the image. Other learning includes lens selection, lighting, color temperature, and alternative light sources. Students come to understand that application of their photography skills to simulated crime scenes and evidence requires flexibility and creativity. The course concludes with an introduction to image processing in Adobe Photoshop.

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 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 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 325. Conservation Law Enforcement. 3 Hours.
This course provides students with an overview of the conservation law enforcement profession. The dual role of the modern conservation officer as law enforcement officer and protector of our natural resources is stressed. A wide variety of professional roles are examined including game warden, park ranger, marine warden, and forest ranger. The future importance to the conservation officer of community and public relations and recreational vehicle safety are also discussed. Experiential sessions focus on applied skills such as hunter safety, map and compass use, outdoor survival, and search and rescue.

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 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 346. North American Wildlife/Fisheries Identification. 3 Hours.
This course focuses on preparing students to be knowledgeable about the distribution, natural history, and identification of the major game species of North America plus some selected non-game species. The course is built on taxonomy of big game, small game, furbearers, upland gamebirds, waterfowl and freshwater fish. Some emphasis is placed on positive and negative societal values as well. General management considerations are discussed. Experiential learning will include examination of specimens (specimens, pelts, and skulls) in hand and in field-simulated images.

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 or Major=BS Criminal Justice - National/ Corporate Security or Major=BS Criminal Justice - Psychology.

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 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 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 411. Crisis Intervention. 3 Hours.
This course introduces students to the methods and techniques of crisis intervention employed by police and correctional officers. It presents real-life situations and then explores the theories and methods relevant to those situations. It incorporates best practices of policing and other topics usually found only in police training manuals. This class also examines the psychological effects of crisis on criminal justice professionals and ethical considerations related to crisis response.

CJ 412. Homeland Security. 3 Hours.
This course of study relates principle aspects of terrorism and how it affects our communities. This course compiles information from programs available on the national level that pertain to terrorism and the law enforcement officer's response to these types of incidents. The instruction is designed to provide the student with an understanding of the key role of first responder in their response to a suspected terrorist incident.

CJ 414. Counterterrorism and Counterinsurgency. 3 Hours.
This course introduces students to the topics of counterterrorism and counterinsurgency. A variety of concepts, theories, and methodologies will be examined in an effort to better understand what drives violent jihadism and global terrorism. Students will learn about policies, strategies, and tactics designed to counter the global threats currently posed during the terror age, and the operational and political risks of government action or inaction.

CJ 415. Corporate Security. 3 Hours.
Security has entered a new era since the events of 9/11 and this course focuses on the impact of these events on Corporate Security. Risk assessment models and proactive strategic planning concepts will be discussed drawing from actual cases. Students will also learn the importance of working from measurable metrics and business needs rather than unproven assumptions.

CJ 416. Global Jihad and Radicalization. 3 Hours.
This course will focus on the rise of radical Islam beginning in the late 20th century with the Mujahideen in Afghanistan and the Muslim Brotherhood in Egypt, through the 21st century with the emergence of Al Qaeda, Taliban, Boka Haram and ISIS. The course will examine methods, practices and global ambitions of these groups. Additionally attention will be given to the global ambitions for the creation of an Islamic caliphate and its implications for the modern world. The process and dynamics of Islamic fundamentalist radicalization will be explored in terms of how and where it occurs and how it can be prevented. Extensive use will be made of multimedia images of historical and current events.

CJ 420. Leadership in Police Organizations I. 3 Hours.
This course awards academic credit for participation in the International Association of Chiefs of Police Leadership in Police Organizations Program (LPO). The program is a leadership training program based on the principles of dispersed leadership in a policing environment.

CJ 421. Leadership in Police Organizations II. 3 Hours.
This course awards academic credit for participation in the International Association of Chiefs of Police Leadership in Police Organizations Program (LPO). The program is a leadership training program based on the principles of dispersed leadership in a policing environment.

CJ 425. Wildlife/Marine Law Enforcement. 3 Hours.
This course analyzes the constitutional underpinnings of state and federal wildlife laws, including the Lacey Act, Migratory Bird Treaty Act, and the Endangered Species Act. Students learn how to interpret and apply the substantive law and the broad influences on the field. The course explores current impact wildlife issues have on the resource and law enforcement.

CJ 426. Wildlife Trafficking. 3 Hours.
This course provides an overview of the world's wildlife and conservation crime problem from both a global and United States perspective. Wildlife crime is a growing business for many organizations, including transnational organized crime groups and some terrorist organizations. Discussion in this course will progress from a broad overview of wildlife and conservation crime to a more localized perspective that encompasses the full spectrum of social, political, and economic issues affecting wildlife and biodiversity.

CJ 427. Themes in Conservation Law. 3 Hours.
Themes in Conservation Law course provides an opportunity for students to study in depth a current topic or trend that is impacting the conservation law enforcement field. Students also have an opportunity to strengthen their knowledge and skills related to the topic.

CJ 428. Conservation Law Investigations. 3 Hours.
This course introduces students to important aspects of conservation law/wildlife crime scene processing, and case preparation. The range of subjects include but are not limited to, gathering information and evidence in an outdoor crime scene, preparing evidence for analysis, field notes, forensics, preparation of crime scene diagrams, and investigative report writing. Students conduct a final wildlife crime investigation towards the end of the course.

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 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 702. Perspectives in Terrorism. 3 Hours.
The students in 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. Among the topics to be analyzed include the ancient roots of terrorism, motivation of terrorists, the current vulnerability of modern democracies, and global jihad.

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 internship provides on-the-job experience in the profession of criminal justice. The nature of the work and the location of the internship must be approved by the student's advisor to assure an experience that advances the student's learning. It is generally not to be held at a place where the student has been or is employed. Expectations of the internship include 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 712. Homeland Security. 3 Hours.
This course relates principle aspects of terrorism and how it affects our communities. It compiles information from programs available on the national level that pertain to terrorism and the law enforcement officer's response to these types of incidents. The instruction is designed to provide the student with an understanding of the key role of first responder in their response to a suspected terrorist incident.

CJ 714. Counterterrorism and Counterinsurgency. 3 Hours.
This course introduces students to the topics of counterterrorism and counterinsurgency. A variety of concepts, theories, and methodologies will be examined in an effort to better understand what drives violent jihadism and global terrorism. Students will learn about policies, strategies, and tactics designed to counter the global threats currently posed during the terror age, and the operational and political risks of government action or inaction.

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 716. Global Jihad and Radicalization. 3 Hours.
This course will focus on the issue of the rise of radical Islam beginning in the late 20th century with the Mujahedeen in Afghanistan and the Muslim Brotherhood in Egypt, through the 21st century with the emergence of Al Qaeda, Taliban, Boka Haram and ISIS. The course will examine methods, practices, and global ambitions of these groups. Additionally attention will be given to the global ambitions for the creation of an Islamic caliphate and its implications for the modern world. The process and dynamics of Islamic fundamentalist radicalization will be explored in terms of how and where it occurs and how it can be prevented. Extensive use will be made of multimedia images of historical and current events.

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 College Level=Grad Junior.

CJ 720. Leadership in Police Organizations I. 3 Hours.
This course awards academic credit for participation in the International Association of Chiefs of Police Leadership in Police Organizations Program (LPO). The program is a leadership training program based on the principles of dispersed leadership in a policing environment.

CJ 721. Leadership in Police Organizations II. 3 Hours.
This course awards academic credit for participation in the International Association of Chiefs of Police Leadership in Police Organizations Program (LPO). The program is a leadership training program based on the principles of dispersed leadership in a policing environment.

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) Communications

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 105 or 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) Counseling

Courses

CO 700. Orientation to the Professions of Counseling and Human Relat. 3 Hours.
This course is designed to provide an orientation to, and overview of, the counseling and human relations professions including a 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 School Counseling.

CO 701. The Role of School Counselor. 3 Hours.
In this course, students 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 is 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.

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. Students will learn about what makes people distinctively differnt as they critically evaluate the 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.

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 706. School Counseling Programs. 3 Hours.
This course surveys the philosophy, objectives, and principles of comprehensive developmental school guidance programs at the K-12 level. The course will focus on National and State Models of School Counseling.

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 an exploration of the attitudes and beliefs involved in developing and maintaining helping relationships and how these fundamental core elements apply to counselors. 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): CO 700.

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 counselors. Prerequisite(s): CO 700 and CO 702 and CO 703 and CO 704 and CO 705.

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.

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 717. Introduction to Play Therapy: Theories and Applications. 3 Hours.
This course is designed to introduce students to the knowledge of play therapy theories (the history, philosophy, beliefs, techniques and outcomes) and the application of these theories to special settings and special populations. Students examine the various theories of play therapy in the social, cultural, and economic contexts in which they were first implemented. The introductory course is one of the required courses for becoming a national registered play therapist (RPT).

CO 718. Child Centered Play Therapy. 3 Hours.
Child centered play therapy is one of the most popular modalities used today for children and adolescents in a variety of settings. This course provides students with the knowledge and skills for the application of the child-centered theory of play therapy. The course consists of interactive practice, discussion, journaling and supervision of our play therapy practice. The course is part of our summer play therapy course series which can count toward the Registered Play Therapist (RPT) credential. Prerequisite(s): CO 717.

CO 719. Adlerian Play Therapy. 3 Hours.
The goal of this course is to explore Adlerian theory and to gain counseling skills appropriate to an Adlerian theoretical perspective. Working with children and adolescents using Adlerian Play Therapy is the focus, as well as working with parents and systems. This course will be interactive and experiential while also using the modalities of lecture, discussion and role play. This course may be used in applying for the credential of Registered Play Therapist (RPT). Prerequisite(s): CO 717 and CO 718.

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. Counseling Young Children and Adolescents. 3 Hours.
In this course, students address the physical, emotional and social development of children and adolescents and examine the relationship between development and counseling needs. Students also explore the implications of child development for counseling interventions and learn developmentally appropriate counseling theory and techniques, as well as diagnosis and treatment of mental health disorders of childhood and adolescence. Prerequisite(s): CO 700 and CO 702 and CO 705 and CO 710.

CO 724. Spirituality, Religion, and Mindfulness in Counseling. 3 Hours.
This course will provide an overview of current trends regarding spirituality and religion in the practice of professional counseling. Guided by the American Counseling Association code of ethics and the Association for Spiritual, Ethical, Religions, and Values Issues in Counseling. This course will cover topics such as culture, ethics, assessment, and spiritual/religious practices within the context of professional counselor. Students will be invited to explore their own spiritual/religious history with a view toward developing a “spirituality of counseling”.

CO 725. Art Therapy. 3 Hours.
Art therapy embraces the use of creative expression as a path toward healing, growth, and self-discovery. This class will explore what art therapy is and how it is used in a wide variety of settings. Students examine their own healing traditions in the context of creativity within their home communities. The course provides students with personal experience and an introductory knowledge of art therapy.

CO 726. Exploration of Animal Assisted Activities & Therapies. 3 Hours.
his course provides an overview of the use of animals in the therapeutic process for persons of all abilities with focuses on the role of animals in counseling, education and rehabilitation. The course provides the necessary foundation for understanding animal assisted activities and therapies in improving the lives of humans with basic overview of animal assisted activities and therapies (AAA/T). Emphasis is placed on the importance of the human-animal bond as part of AAA/T for clients, practitioners, and their animal partners.

CO 799. Topic/. 1-12 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.
The dynamics of marriage and family relationships are examined. 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 the 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, counseling intervention strategies and the social context of therapy in crisis intervention. Prerequisite(s): CO 710.

CO 846. Clinical Diagnosis and Treatment Planning. 3 Hours.
This course provides a framework for understanding psychopathology and the process of diagnosing mental health disorders as well as designing treatment plans. Prerequisite(s): CO 700 and CO 702 and CO 703 and CO 704 and CO 705 and CO 710 and CO 721.

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 881. School Counseling Internship I. 1 Hour.
This course allows students to apply their theoretical knowledge and practical counseling skills in an actual practice setting under professional supervision. School counseling students will complete required hours in a school setting.

CO 882. School Counseling Internship II. 1 Hour.
This course allows students to apply their theoretical knowledge and practical counseling skills in an actual practice setting under professional supervision. School counseling students will complete required hours in a school setting.

CO 883. School Counseling Internship III. 1 Hour.
This course allows students to apply their theoretical knowledge and practical counseling skills in an actual practice setting under professional supervision. School counseling students will complete required hours in a school setting.

CO 884. School Counseling Internship IV. 1 Hour.
This course allows students to apply their theoretical knowledge and practical counseling skills in an actual practice setting under professional supervision. School counseling students will complete required hours in a school setting.

CO 885. School Counseling Internship V. 1 Hour.
This course allows students to apply their theoretical knowledge and practical counseling skills in an actual practice setting under professional supervision. School counseling students will complete required hours in a school setting.

CO 886. School Counseling Internship VI. 1 Hour.
This course allows students to apply their theoretical knowledge and practical counseling skills in an actual practice setting under professional supervision. School counseling students will complete required hours in a school setting.

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 enhance the internship experience.

CO 891. Clinical Counseling Internship I. 1 Hour.
This course allows students to apply their theoretical knowledge and practical counseling skills in an actual practice setting under clinical supervision. Clinical mental health counseling students will complete required hours in a clinical setting. Prerequisite(s): CO 890.

CO 892. Clinical Counseling Internship II. 1 Hour.
This course allows students to apply their theoretical knowledge and practical counseling skills in an actual practice setting under clinical supervision. Clinical mental health counseling students will complete required hours in a clinical setting.

CO 893. Clinical Counseling Internship III. 1 Hour.
This course allows students to apply their theoretical knowledge and practical counseling skills in an actual practice setting under clinical supervision. Clinical mental health counseling students will complete required hours in a clinical setting.

CO 894. Clinical Counseling Internship IV. 1 Hour.
This course allows students to apply their theoretical knowledge and practical counseling skills in an actual practice setting under clinical supervision. Clinical mental health counseling students will complete required hours in a clinical setting.

CO 895. Clinical Counseling Internship V. 1 Hour.
This course allows students to apply their theoretical knowledge and practical counseling skills in an actual practice setting under clinical supervision. Clinical mental health counseling students will complete required hours in a clinical setting.

CO 896. Clinical Counseling Internship VI. 1 Hour.
This course allows students to apply their theoretical knowledge and practical counseling skills in an actual practice setting under clinical supervision. Clinical mental health counseling students will complete required hours in a clinical setting.

CO 897. Clinical Counseling Internship VII. 1 Hour.
his course allows students to apply their theoretical knowledge and practical counseling skills in an actual practice setting under clinical supervision. Clinical mental health counseling students will complete required hours in a clinical setting.

CO 898. Clinical Counseling Internship VIII. 1 Hour.
This course allows students to apply their theoretical knowledge and practical counseling skills in an actual practice setting under clinical supervision. Clinical mental health counseling students will complete required hours in a clinical setting.

CO 900. Clinical Counseling Internship IX. 1 Hour.
This course allows students to apply their theoretical knowledge and practical counseling skills in an actual practice setting under clinical supervision. Clinical mental health counseling students will complete required hours in a clinical setting.

(CT) Communications Technology

Courses

CT 205L. Video Production II Lab. 3 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 and CT105L.

CT 299. Topic/. 1-6 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 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): IT 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 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 332. Communications Technology Internship II. 1-9 Hour.
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 must have a strong communications element related to the student's major. Students are expected to be sufficiently motivated to seek out their own placement site with some guidance from the internship director.

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): IT 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 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.

(DA) Data Analytics

Courses

DA 110. Data Exploration & Visualization. 3 Hours.
Modern visualization techniques involve static and interactive approaches as well as figures that dynamically update. This course covers how visual information is perceived, how to create effective visualizations, and what dangers exist with data visualization and how to avoid them. In this course, students design and create summaries and visualizations to transform data into information in a variety of context and complete a visualization project. Prerequisite(s): MS 132.

DA 210. Introduction to Data Analytics. 3 Hours.
This course provides an overview of data acquisition, management, preparation, visualization, analysis, and modeling. A data analytics project is part of the course. Prerequisite(s): MS 132.

DA 320. Data Mining. 3 Hours.
This course is an introduction to data mining techniques and best practices. The course includes classification, prediction, data reduction, and data visualization as it relates to understanding the shape of your data. Topics discussed include advanced (multiple and logistic) regression, network and cluster analysis. Prerequisite(s): MS 212 and DA 110 and DA 210.

DA 350. Machine Learning and Artificial Intelligence. 3 Hours.
This course provides a broad introduction to machine learning and artificial intelligence (AI). Topics include supervised learning (parametric/non-parametric algorithms, support vector machines, kernels, neural networks), unsupervised learning (clustering, dimensionality reduction, recommender systems, deep learning), and best practices in machine learning and AI. The course draws from case studies and applications of learning algorithms to building AI systems focused on text understanding (web search, anti-spam), computer vision, medical informatics, and other areas. Students gain hands-on experience designing AI systems and complete an end-to-end machine learning project. Prerequisite(s): MS 132 and MS 241 and DA 320 and IT 262.

DA 420. Data Analytics Seminar. 3 Hours.
In this course, students take a stakeholder approach to consider the implications of data collection and use in professional contexts. Students study professionalism, consider how they can act ethically and responsibly in their positions as analysts, and develop their understanding of professional ethics. Students consider both the intended and unintended consequences of data collection, storage, privacy, and use in relation to a variety of stakeholders - employers, clients, customers, industries, and society. They practice working and communicating with groups and developing leadership skills. Prerequisite(s): MS 132 and (College Level=Junior or College Level=Senior).

DA 449. Data Analytics Internship. 3 Hours.
This course offers experiences in a work and/or research environment collecting, processing, analyzing, and/or interpreting data. Each student chooses and contacts a partner institution (business, research lab, nonprofit, or governmental agency) to serve a total of 100 hours in that setting. Activities will include training/orientation, work on projects relevant to the mission of the institution, observation of institutional work processes, and other assigned work by the site liaison. Students keep daily journals and meet weekly during the semester for training and to share their experiences. Prerequisite(s): Major=BS Data Analytics and (College Level=Junior or College Level=Senior).

DA 489. Data Analytics Capstone. 3 Hours.
This course serves as the capstone project for data analytics majors in the School of Science & Humanities. It provides experiential learning relevant to the student's area of study. Students meet periodically with their faculty advisor to plan their progress through the project. At the end of the semester, students present the final results of their research or a summary of their experience in the form of a final oral presentation and a written thesis. Prerequisite(s): Major=BS Data Analytics and (College Level=Junior or College Level=Senior).

DA 610. Data Analytics Essentials for the Professional. 3 Hours.
This course will provide an overview of data acquisition, management, preparation, visualization, analysis, and modeling. A data analytics project will be part of the course. Students should have some prior knowledge of basic statistics prior to enrolling in this course. Prerequisite(s): IT 600.

DA 620. Data Exploration and Visualization. 3 Hours.
This course covers how visual information is perceived, how to create effective visualizations, and what dangers exist with data visualization and how to avoid them. Students design and create summaries and visualizations to transform data into information in a variety of context and complete a visualization project. Students should have some prior knowledge of basic statistics prior to enrolling in this course. Prerequisite(s): DA 610.

(ED) Education

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. Education Students will complete their first 30 hour clinical (ED 203) as part of this course. Students in other majors are not required to complete the Clinical Experience.

ED 203. Clinical Experience. 0 Hours.
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. Prerequisite(s): ED 201.

ED 231. Curriculum, Instruction, and Assessment. 3 Hours.
This course is designed for students in the elementary/secondary education K – 12 programs. It is a general methods course for assessment, 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. The course presents comprehensive and balanced coverage of all aspects of assessment relevant to classroom teachers. Prerequisite(s): ED 201.

ED 233. 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 252. The Psychology of Learning. 3 Hours.
This course serves as an introduction to the broad field of human learning, including its cognitive and educational bases as well as its applied value. The text and lectures will cover basic terms, concepts, principles, and theories related to the scientific study of human learning. The course surveys much of what is currently known from cognitive science, including topics on memory, attention, judgment, decision making, and problem solving. The class also surveys what is currently known from education, including theories, principles, and issues. Students investigate cognitive, linguistic, personal, social, emotional & moral development, and students with special needs. This course focuses on the applications of human learning and is beneficial to all professions that engage in teaching groups or individuals of all ages. Authentic case studies are used to analyze the practical applications of these principles in teaching and learning situations. There is an in-depth study of how students learn in the areas of cognitive learning process, construction of knowledge, behavior view of learning, social cognitive learning and motivation. This class serves, not only as a foundational course for students in education and psychology, but also for students who are interested in enhancing their own learning and teaching skills.

ED 299. Topic/. 1-6 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 307. Technology in Education. 3 Hours.
This course surveys 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. Prerequisite(s): ED 204 and ED 233.

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. Prerequisite(s): ED 204 and ED 233 and SC 104 and SC 261 and SC 262.

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 refine and add to their repertoire of teaching strategies. We begin by learning how differentiating activities, based upon learning styles and ability, can enhance the learning of each student in a classroom. Students engage 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 is emphasized. Students 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 begin with sample laboratory experiences and 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 seeks to help pre- service teachers to develop an understanding and appreciation of science. This approach is designed to encourage students to acquire knowledge, attitudes, and skills essential to science literacy. Prerequisite(s): ED 231 and ED 204.

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 204 and ED 231.

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.
This course 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 324. Young Adult Literature. 3 Hours.
This course, organized by trends in young adult literature, offers participants an opportunity to learn more about the young adult novel and other genres, how to select appropriate, high-quality books, how to incorporate it into a traditional classic-based classroom, and how to make the reading of young adult novels relevant to students' lives. Through reading, discussing, and writing about books in different genres, students explore issues and trends including appropriateness in the classroom, close reading strategies, issues of diverse audiences and subject matter, the young adult and the canon, and literary theory such as reader response. Participants select books of their interest, read class books, and make connections to readings from the professional literature. The course integrates the Common Core and InTASC standards for teachers. It will help teachers find practical ways to integrate quality young adult novels into their curriculum, integrating teaching of literature and content areas, and making literature more accessible for their students. Prerequisite(s): ED 201.

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 328. Children's Literature. 3 Hours.
This survey course provides an overview of children's literature, its genres, authors, its fundamentals of close reading, ideas for instruction and response, criteria of of selection, and children's development. With a historical context of contemporary children's literature, the course explores the reader's experience and knowledge to cultivate new ways of looking at children's literature. Students will explore diverse, contemporary literature in the language arts and content areas while at the same time becoming more experienced, insightful, and informed readers of children's literature. The course focuses on conversations, presentations, and writing related to key concepts of the genres and diverse literature and reflects the conceptual framework of a bridge between theory and practice or life experience. Prerequisite(s): ED 201 and ED 204 and ED 233.

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. Methods in 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. Prerequisite(s): ED 204 and ED 233.

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. Prerequisite(s): ED 201 and ED 213.

ED 354. Diversity and Multiculturalism in Education. 3 Hours.
This course investigates the sociopolitical context in which schooling takes place, and how diverse groups are marginalized in the education system and in our society due to differences in race, class, ethnicity, gender, sexual orientation, religion, immigrant status, etc. The students enrolled in this course will critically examine their own cultural frames which have shaped their beliefs, attitudes, and assumptions, leading to implicit biases that—if left unaddressed—would cause them to further perpetuate social inequalities through their work as classroom teachers. Instead, students will confront institutionalized knowledge, policies, and practices within the education system and our society that perpetuate stereotypes, inequalities, and the status quo. They will learn how to develop cultural awareness and become knowledgeable of children's backgrounds and communities, and how to translate this knowledge into culturally responsive pedagogy that increases learning opportunities for all children.

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 integrates different perspectives on reading instruction as participants survey instructional approaches and informal reading assessments to support instruction in a balanced literacy program appropriate for the K-8 classroom. Participants examine and apply methods of developmental literacy. They also practice research-based methods that address different aspects of reading and different content areas. In their practice they create and implement lessons that support reading skills and strategies, design instruction tailored to different readers, and integrate understanding of children's literature and other reading resources in the classroom. Methods are applied in the practicum. Students integrate the Maine Learning Results and Common Core into their practice and address the professional standards of certification. Outcomes for the course include a portfolio of methods, approaches, and lessons in reading. Prerequisite(s): ED 201 and ED 204 and ED 233.

ED 408. Methods in Language Arts. 3 Hours.
This course, integrated with the other literacy courses in the elementary education program, introduces students to the instructional practices of the interrelated language art components of listening, talking, reading, writing, viewing, and representing appropriate for K-8 classrooms. Students survey methods of informal assessments, apply methods and approaches to teaching other content areas, practice the writers' workshop, integrate the Maine Learning Results, Common Core, and instructional approaches, and relate their learning and practice to the professional standards for teaching certification. Among the outcomes are a portfolio of instructional practices, an integrated thematic unit of instruction, and products of the writers' workshop. Prerequisite(s): ED 201 and ED 204 and ED 233.

ED 409. Methods in Mathematics. 3 Hours.
This course 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. Prerequisite(s): ED 204 and ED 233 and MS 160 and MS 141 and MS 132.

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 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 is aligned to both national and state standards for both social studies and literacy. Prerequisite(s): ED 204 and ED 233.

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 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 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 799. Topic/. 1-6 Hour.
Selected topics are offered centering on the needs and interests of the students and the availability of expert faculty.

(EH) English

Courses

EH 080. 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 081. 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 082. 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 083. 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 084. 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 085. 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 086. 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 091. 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 091L. English Writing Workshop Lab. 1 Hour.
This course is a writing workshop lab that is required for all students taking a developmental section of EH 123. The lab is structured using the studio model. This model provides a "third space" where students can explore, in more detail, the skills required to complete the standard EH 123 curriculum and, more importantly, the expectations of "college-level writing," which includes not only specific writing abilities but also the "habits of mind" that allow students to use writing as a means of solving unforeseen problems. This lab is also connected to the writing center, which provides tutoring opportunities for students enrolled in the writing lab.

EH 092. 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 093. 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 094. 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.

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 105. College Writing. 3 Hours.
This is a foundational course that introduces students to time-tested strategies for effective reading and writing in college courses. Students explore how reading and writing practices are shaped by factors like goals and attitudes, develop theories about what makes writers effective, and compose evidence-based arguments for academic and lay audiences. A grade of C or better is required to pass the course.

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 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 199. Topic/. 1-3 Hour.
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.

EH 200. Approaches to Literature. 3 Hours.
This course provides an introduction to the study of literature and the fundamentals of literary research through course readings that include fiction, poetry, drama or critical essays by writers and scholars from diverse backgrounds and periods. Lectures, discussions, group activities and writing assignments engage students in responding to literature through building upon essential literary terms and relevant critical approaches for generating evidence-based interpretive arguments about texts. The course teaches strategies for close reading, discussing, and writing about literary texts from a variety of critical perspectives, including psychological, historical, environmental, and multicultural. Satisfies the Literature Elective requirement for General Education. Prerequisite(s): EH 105 or EH 124.

EH 229. Introduction to Poetry. 3 Hours.
This course provides a critical exploration of the sound and sense of poetry written in English, from traditional genres to more contemporary forms. Attention to the argument, speaker, audience, imagery, symbols, rhyme, meter, and other poetic devices will enhance students' understanding of the complementary relationship between content (what a poem says) and form (how it says). Satisfies the Literature Elective requirement for General Education. Prerequisite(s): EH 105 or EH 124.

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 124.

EH 232. Introduction to Drama. 3 Hours.
During this course, students read important plays from various times and cultures, learning about their authorship and cultural significance. Students also apply critical tools of literary analysis to better understand the structures and varieties of dramatic literature (tragedies, comedies, histories, and romances), and become acquainted with newer forms that break these traditions. The class may include opportunities to engage in readings of plays, attend plays, or draft dramatic scenes, concepts, or plots. Prerequisite(s): EH 124.

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 105 or EH 124.

EH 234. American Literature I. 3 Hours.
A survey of American writing from the Colonial era to the Civil War, this course features canonical writers and marginalized voices from Euro-American, African-American and Native-American traditions, including such distinct American genres as captivity stories and slavery narratives. Texts are considered in the historical and intellectual contexts of Puritanism, Romanticism, Transcendentalism. The course satisfies requirements for both the English major and the General Education Literature elective. Prerequisite(s): EH 105 or EH 124.

EH 235. American Literature II. 3 Hours.
A survey of American literature from the American Civil War to the present, this course explores canonical and marginalized voices from a range of literary perspectives, including realism, naturalism, modernism, and postmodernism. While exploring these perspectives, the course encourages students to study the role of literature plays in both expressing and influencing the cultural realities of America, such as those realities shaped by urbanization, industrialism, the First and Second World Wars, and the development of new media. Overall, the aim is to help students experience literature as a tool of inquiry and not only as an observation of lived experience. Prerequisite(s): EH 105 or EH 124.

EH 241. British Literature I. 3 Hours.
This survey of British writing takes historical and cultural approaches to the study of texts from the seventh century to the seventeenth, the Anglo-Saxon period to the Restoration. The course considers literature amid evolving definitions of language and tradition, national and individual identity. Readings, class discussions, research and writing assignments aim to give students a broad exposure to a number of canonical and lesser-known writers, intellectual movements, and social and political changes that shaped the development of writing in English from its local origins to transnational relevance. The course satisfies requirements for both the English major and the General Education Literature elective. Prerequisite(s): EH 105 or EH 124.

EH 242. British Literature II. 3 Hours.
This course surveys British literature from 1660 to the present day through a combination of critical approaches. It considers how literature shapes definitions of language, nation and identity. Readings, lectures, class discussions, and writing assignments aim to provide a comprehensive look at influential writers, seminal texts, and influential movements in British writing since the late 17th century. The course satisfies requirements for both the English major and the General Education Literature elective. Prerequisite(s): EH 105 or EH 124.

EH 251. World Literature I. 3 Hours.
This course surveys significant writings in Eastern and Western literary tradition from c. 2100 BCE to c. 1450 CE, from the world's oldest writings on cuneiform tablets to the advent of the printing press. Readings, assignments, lectures and class discussions proceed from Goethe's notion that the geographical, temporal, and ideological constraints of the nation impede understanding of literature as an ongoing global, cross-cultural enterprise. The course satisfies requirements for both the English major and the General Education Literature elective. Prerequisite(s): EH 105 or EH 124.

EH 252. World Literature II. 3 Hours.
This course focuses on literary texts with global interest and impact from 1565 CE to the present day. Readings in prose, poetry and drama by diverse voices from Eastern and Western contexts are the basis for exploring literature as an enduring, universal project of human art and imagination. The course satisfies requirements for both the English major and the General Education Literature elective. Prerequisite(s): EH 124.

EH 253. Ancient Greek and Roman Literature. 3 Hours.
This course explores literature from Ancient Greece and Rome. Students explore Homer's Iliad and Odyssey, Virgil's Aeneid, and other representative works from these civilizations. The course addresses themes of power, identity, justice and adaptation and their relevance to Antiquity. Prerequisite(s): EH 105 or EH 124.

EH 260. Environmental Literature. 3 Hours.
This class bridges gaps between creative and scientific writing. Through essays, poems, fiction and non-fiction, students establish a firm foundation in environmental writing and eco-criticism. Students are presented with the works of authors who explore a number of different environments in their writing. Students and faculty dig deeper into the significance and implications of this writing with varied perspectives of both literary and scientific criticism. Prerequisite(s): EH 105 or EH 124.

EH 261. Young Adult Literature. 3 Hours.
This course offers participants an opportunity to learn more about the young adult novel and other genres, how to select appropriate, high-quality books, and how to read books. Through reading, discussing, and writing about books in different genres, students explore issues and trends including issues of diverse audiences and subject matter, the young adult and the canon, and literary theory such as reader response. Participants select books of their interest, read class books, and make connections to readings from the professional literature. It will help teachers find practical ways to integrate quality young adult novels into their curriculum, integrating teaching of literature and content areas, and making literature more accessible for their students. Prerequisite(s): EH 124.

EH 262. Fantasy Literature. 3 Hours.
Fantasy Literature examines fantasy as a vehicle of cultural communication from the first fantasy novel of George MacDonald to contemporary fantasy, depending upon the instructor's preference. The course may be a survey of fantasy, or a specific author may be chosen for study; and the texts may be short fiction, novels, plays, or a combination. Prerequisite(s): EH 124.

EH 263. Gothic Literature. 3 Hours.
This course introduces students to Gothic Literature. The course addresses considerations of death, decay, terror, horror, and the taboo in English-language literature from the last four centuries. Students explore the relevance of this concepts to themes of power, identity, and justice. Prerequisite(s): EH 105 or EH 124.

EH 264. Videogames as Literature. 3 Hours.
This course introduces students to Game Studies. Students study games, their players, and their cultures of origin. Drawing from the fields of Literary, Gender, and Media Studies, the course addresses themes of power, identity, justice, and their relevance to the player's acts of play. Prerequisite(s): EH 105 or EH 124.

EH 270. Communicating Science. 3 Hours.
Communicating Science is designed to introduce students to the different communication issues faced by professionals in the STEM disciplines. As noted in the mission statement of the Center for Communicating Science, the central focus of the course is to explore how to communicate complex scientific information to an "audience outside these disciplines." The need to communicate science accurately and effectively is essential for achieving global objectives, including the education of the general public about health, the environment, and evolving technological issues. To initiate students into the fundamental practices of communicating science to a general audience, students will gather detailed scientific information and use it in producing specific communication genres that include a TED-Talk presentation, a nonfiction essay, a multimodal document, and a podcast. The central aim is to develop creative solutions to real-world problems. Upon completing the course, students will have developed a considerable communication portfolio that they can use when, for example, they apply for jobs or graduate schools. Prerequisite(s): EH 105 or EH 124.

EH 274. Creative Nonfiction. 3 Hours.
This course introduces students to a variety of creative nonfiction genres, such as but not limited to memoir, personal essay, and literary journalism. It provides an opportunity for students to hone their writing and editing knowledge and skill to craft a broad spectrum of personal and professional essays. Prerequisite(s): EH 105 or EH 124.

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 105 or EH 124.

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 105 or EH 124.

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. During this course, students read approximately eight to ten novels per semester from a variety of cultural and historical periods. Students also 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 105 or EH 124.

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 focuses on the major thematic concerns that have shaped Canadian literature from the pre-Confederation era to the present day. Literary examples are drawn from works concerned with ethnicity, colonization, the wilderness, identity formation, and the Francophone/Anglophone divide. Primary attention is 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 are 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 304. Irish Literature. 3 Hours.
EH 304 introduces Irish literature within its social and historical contexts. As an island at the periphery of Europe, Ireland has nonetheless been an influential cultural crossroads. By the twentieth century, it emerged as an independent nation whose international impact often seems to transcend its remote geography and small population. This course focuses on the unique and innovative contributions Irish writing has brought to world literature. Readings, class discussion, presentations and writing assignments focus on the various components that help drive current definitions of Irish literature and culture at the local and global levels. Prerequisite(s): EH 105 or EH 124.

EH 305. African-American Literature. 3 Hours.
This course is designed as a survey of texts and discourses within the African-American literary tradition (1745-present). Students explore diverse genres (fiction, poetry, critical essays, and oratory) within the context of critical movements and discourses in social, cultural, and literary history. Students are particularly engaged in examining the manner in which African-American literary works reveal and respond to social and cultural ideologies, especially those that impact constructions of difference and the formation of identity, subjectivity, and/or the notion of the self. This is a writing intensive course. Prerequisite(s): EH 105 or EH 124.

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 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 emphasizes writing about film through scene analysis papers, journals, and midterm and final essay exams. A formal presentation is also required. Prerequisite(s): EH 105 or EH 124.

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 105 or EH 124.

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 324. Technical Writing. 3 Hours.
EH 324 students learn how to read, write, design, edit, and present technical information within a professional context. Achieving this aim requires students to understand how communications function to create usable information. This objective forces students to develop "reader-oriented" texts. During this course, students learn to write job search materials, analytical reports, and interoffice documents using graphics and online resources to create effective content. Students also practice oral communication skills in a mix of informal and formal presentations. Prerequisite(s): EH 105.

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 105 or EH 124.

EH 342. Native American Literatures of North America. 3 Hours.
In this course, students 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, are covered. Students investigate these issues through a series of reading journals, two longer response papers, a significant research essay, and two formal presentations. Prerequisite(s): EH 105 or EH 124.

EH 350. The History of the English Language. 3 Hours.
The History of the English Language offers a study of Old, Middle, and Modern English. Furthermore, the course will address how the nature and mechanisms of language change over time, as well as the social, political, and other historical conditions that relate to such changes. The course will also attend to phonology, morphology, syntax, lexicography, and semantics, as well as to the broader cultures of the relevant periods. Prerequisite(s): EH 105 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 study rhetoric and composition theory and explore issues that interfere with successful student writing, both their own and that of others. Acquired knowledge is applied in both classroom role-playing situations and actual tutorial experiences in the Writing Center. Emphasis is on preparing students for possible future roles as peer tutors in the Writing Center. Prerequisite(s): EH 105 or EH 124.

EH 360. Writing in the Health Professions. 3 Hours.
Writing in the Health Professions is designed to introduce students to various techniques and methods of communicating within the health professions. The required assignments expose students to the documents encountered in physical therapy, occupational therapy, or other health science courses and careers. Through these assignments, the readings, and class discussions, students develop the clear and focused writing style required in a technical or scientific context. Prerequisite(s): EH 105 or EH 124.

EH 401. English Senior Capstone Experience. 3 Hours.
This course is to be taken by seniors completing the English degree, typically in their final semester of studies. The capstone is designed to be an appropriate academic experience to their individualized program of study, such as a senior thesis, a project with report, an internship with report, a portfolio, or an advanced independent study. A capstone plan must be approved by a Faculty Advisory Committee consisting of the student's academic advisor, the capstone faculty supervisor, and, if needed, other relevant persons before registration.

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. Topic/. 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.

(EP) Entertainment Production

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. Entertainment Safety. 3 Hours.
This course teaches the basics of entertainment safety and core craft skills. Students explore the fundamentals of working in a stage and entertainment settings developing skills with basic power tools, construction drawings, shop math, equipment handling, pyrotechnics and rigging. Valuable industry training comes in the form of an OSHA 10 hour card and basic lift training.

EP 122. Entertainment Design & Technology I. 3 Hours.
This introductory course covers basic equipment, analysis, design and operation which is universal to a theatrical, corporate, television, digital film-making and musical production. Topics include scenery, staging, lighting, audio, projection and scenic design.

EP 124. Scenic Construction. 3 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. Media Performance. 3 Hours.
In this course, students will have the opportunity to develop basic performance techniques which are applicable to multiple platforms within the communications and entertainment industries. The course is intended to provide future media professionals experience performing skills that are used in these industries. The performance skill sets will focus on three applications: Live Performance (Theatre); Performing for the Camera (Film and Video) and Voice Performance (Voice Artist and ADR). This course will utilize a basic acting analysis technique, and track this technique through the different performance venues. Emphasis will be placed upon critical analysis of scripted materials, development of the performer's body and voice as instruments of the profession, and comparing and contrasting career performance platforms within the communications and entertainment industries. Fall ONLY.

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 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.

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.
This course will focus on the skills necessary to perform musical theatre. Course curriculum will introduce the student to the "triple-threat" concept of musical theatre in which performers are expected to act, sing and dance well. Accordingly, 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.

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 245. Entertainment Automation. 3 Hours.
Explore trends in Stage Automation for Lighting, Sound, and Scenery. In a combination of lecture and lab, students explore the automated technology possibilities between theatrical lighting, scenery, and sound as used in the Gracie Theatre. Topics included are Time Code, Networks, Electricity, Rigging, Motors, ETC Ion, QLab, Spikemark, Variable Frequency Drives, Motion Controllers, and PID.

EP 250. Media Design & Technology. 3 Hours.
This course covers the concepts and equipment used in projection and video design for live performances. After an introduction in the principles of design elements as well as information on content, this course focuses on how content is used and transmitted by describing the essential components of systems, providing definitions used in communicating video concepts. The course covers fundamentals including connectors, cabling, hardware systems and basic system troubleshooting. Prerequisite(s): CT 100.

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 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 335. Scene Study. 3 Hours.
In the world of theatre, it is traditionally said that the actor's job is 90% analysis and 10% performance. This course provides the student with specific scene analytics used to effectively interpret and perform chosen theatrical scripts in a class workshop environment. These higher-level analytical tools include dramatic structure, scene unit breakdowns, characterization and a basic acting technique known as "The 5 W's".

EP 340. Design and Technical Practicum. 3 Hours.
Students enrolled in this Practicum will have the opportunity to apply technical or design skills obtained in other EP classes in support of a theatrical production of the EP Spring Show in the Gracie Black Box Theatre or a similar on-campus event of equal complexity. Skill sets relied upon may include, but are not limited to: Scenic Design, Lighting Design, Projection Design and Technical Direction. Prerequisite(s): EP 118.

EP 350. Audio/Visual Engineering I. 3 Hours.
This course builds upon audio and video fundamentals including, codecs, connectors, cabling, hardware systems and basic system troubleshooting for both audio, visual and IT applications. The course reinforces principles of audio, video and networking systems and introduces more complex design and delivery skills for integrated AV systems.

EP 440. Theatre Management Practicum. 3 Hours.
This practicum is designed to provide the Entertainment Production (EP) student with a practical and carefully evaluated experience relating to stage direction or management. Course work will focus on a single production that the student will either direct or manage. This production may be a part of the EP program or for any student or community-based group. Evaluation of the student's work will be based upon active and reflective assignments, centered upon the directional or stage management processes for this production. EP students may take this course no more than two times during their program of study in order to partially fulfill their EP Electives requirements and deepen their practical abilities. Advisor approval for this practicum must be coordinated with the assigned instructor to determine whether the student has an appropriate skill set. Prerequisite(s): EP 118 or (College Level=Junior or College Level=Senior).

EP 441. Design and Technical Practicum. 3 Hours.
Students enrolled in this practicum will have the opportunity to apply a technical or design theatrical production skill set of their choosing in the context of a capstone experience. The work in this course will be focused on the production of the EP Spring Show in the Gracie Black Box Theatre or a similar on-campus event of equal complexity. The chosen technical or design skill set will have been addressed academically in other EP courses, but this practicum will allow the student to use these skills in an actual production under faculty oversight and evaluation. These skill sets may include, but are not limited to, Scenic Design, Lighting Design, Projection Design and Technical Direction. Prerequisite(s): EP 118 and College Level=Senior.

EP 442. Theatre Management Practicum II. 3 Hours.
This independent study provides the EP student with an advanced practical and carefully evaluated experience related to the crafts of either Stage Direction or Stage Management. Course work will be focused on a single production that the student will either direct or serve as the stage manager. This production may be a part of the EP program or for any other student or community-based group. Evaluation of the student's work will be based upon active and reflective assignments, centered upon the directorial or stage management processes for this production. EP students may take this course no more than two times during their course of studies in order to partially fulfill their EP Electives requirements and deepen their practical abilities, but only with advisor approval. This approval will be coordinated with the assigned course instructor to ascertain that the student has successfully completed the requisite courses demanded by their chosen skill set. Prerequisite(s): EP 440 and College Level=Senior.

EP 443. Design and Technical Practicum II. 3 Hours.
This independent study provides the EP student with an advanced practical and carefully evaluated experience related to the crafts of either Scenic, Lighting, or Projection Design or the project management duties of a Technical Director applied to a specific theatrical or event production. The purpose of this directed study is to give the student an opportunity to deepen their experiential activities within this field. Course work will focus on a single production for which the student will either design the relevant technical elements or serve as the Technical Director. This production may be a part of the EP program or for any other student or community-based group. Evaluation of the student's work will be based upon active and reflective assignments, centered upon the directorial or stage management processes for this production. EP students may take this course no more than two times during their course of studies in order to partially fulfill their EP Electives requirements and deepen their practical abilities, but only with advisor approval. This approval will be coordinated with the assigned course instructor to ascertain that the student has successfully completed the requisite courses demanded by their chosen skill set. Prerequisite(s): EP 441 and College Level=Senior.

EP 448. Final Portfolio Review. 3 Hours.
In this course, Entertainment Production (EP) Students will organize their work from prior courses and associated efforts into physical and online Portfolio formats. This work will be done in preparation for a final presentation and peer and faculty review. Portfolios will be evaluated and recommendations made for areas that need to be addressed as he/she prepares for the move into the entertainment industry. Prerequisite(s): Major=BS Entertainment Production and College Level=Senior.

EP 450. Audio/Visual Engineering II. 3 Hours.
As a senior capstone, this course reviews and reinforces the fundamentals of live production including audio, lighting, video and IT hardware, cabling, electrical systems, files, site survey and management. In addition students will design, build, test and implement advanced AV systems which include audio, video, large format video display, lighting and IT applications. Prerequisite(s): EP 350.

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) Fine Arts

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 102. Community Arts Immersion. 3 Hours.
In this course students will engage an array of regional arts experiences on and off campus. Participants will attend performances and visit galleries and museums, engaging in critical reflection on the performing and fine arts and sharing their thoughts in written and oral presentations. Class sessions will include guests from the local arts communities and organizations. In the course students will be expected to make visits to studios, community Art Walks, museums, theatres and other cultural venues. Readings and discussions will introduce students to current issues and challenges in the arts.

FA 105. Integrated Arts. 3 Hours.
Integrated Arts is an introductory exploration of visual art focusing in studio practices and experience with different mediums of art. The course encompasses an investigation of the materials, methods, aesthetics, and ideas that underlie the complexity of human artistic expression. In this course art projects are integrated into other subject matter and applicable themes and at least one if not more are designed to collaborate with the campus galleries and visiting artists. Other projects connect arts and science, arts and politics, arts and communications, arts and sustainability and other relevant contemporary themes in the field.

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 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 125. Art for Children. 3 Hours.
This course examines artistic development and expression in childhood. Emphasis will be on actual artistic production, the visual language of art including the principles of design and color and on issues of aesthetics and response strategies in relation to art criticism and art history. The cognitive developmental stages of artistic growth in childhood and psychomotor skills will serve as a foundation in preparation for curriculum planning.

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 134. Husson University Singers. 1 Hour.
Husson University Singers is a collegiate level chorus that strives to provide an eclectic, enthusiastic, supportive, learned, and fun environment in which all members can explore and continue to develop their love of music and singing regardless of experience and skill level. Through an extensive and varied repertoire, students will study and perform many styles and periods of music. The group has the opportunity to perform at several events on campus as well as some off campus venues as well. One credit per semester taken. Students can take it for credit up to three times.

FA 135. Piano and Keyboard Basics. 3 Hours.
This course is designed to introduce students to basic keyboard playing with strong fundamentals based on music theory and aural skills. Students are introduced to proper methods of practicing effectively since individual practice sessions outside the class foster proficiency of performance.

FA 136. Intermediate Piano and Keyboard. 3 Hours.
This course is designed for students with some background in piano and keyboard playing to develop further in music theory and aural skills. Students are introduced to proper methods of practicing effectively since individual practice sessions outside the class foster proficiency of performance.

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 199. 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.

FA 201. Art History I: Prehistoric to Late Medieval Art. 3 Hours.
This course encompasses a study of the history of Western art, beginning with the first objects created by prehistoric humans around 20,000 years ago and ending with the art and architecture of the Late- Medieval period in 14th Century in Europe.

FA 202. Art History II: Art History: Renaissance to Present. 3 Hours.
This course is the second in the sequence of survey courses in Art History focusing on the history of art from the Renaissance to the contemporary era. Emphasis will be on artists and art forms of Western cultures.

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 230. Mixed Media Exploration. 3 Hours.
This course will introduce students to a wide variety of materials and methods of art-making. Painting, Drawing, Collage, 3-Dimensional Forms, and Printmaking techniques will all be covered. Students will engage in Experiential Learning in the studio setting, and daily objectives will include problem-solving and creative thinking. Traditional to contemporary practices will be discussed, and references to Art History will be incorporated into daily exercises.

FA 240. History of Photography. 3 Hours.
In this course, students will develop an understanding of how photography has influenced art movements as far back as the Renaissance. Students will also learn to appreciate aesthetic trends, changes in technology, and the critical role of photography in social reform.

FA 241. Women in Art History. 3 Hours.
The topic of this course is women both as the subject and the creators of art. It relates the particular and perplexing challenges involved with women in art history as both subject/object of art and creators of art. The course is organized chronologically and thematically. Students explore how women have been represented and examine the religious, mythological and secular images of women in art. The course also examines the relationship of the creation, modification, and persistence of these images throughout history due to various social, economic, psychological and intellectual conditions. Students also study women artists and the particular challenges they have faced and addressed in their work.

FA 261. History of Rock 'n' Roll. 3 Hours.
This course tracks the trajectory of one of the most important art forms of the 20th Century: rock music. The course focuses on the pioneering artists and ideas that are central to the development of this music and the technologies that are integral to its growth and success.

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.

(FS) Forensic Science

Courses

FS 491. Forensic Science 1: Introduction to Crime Analysis. 3 Hours.
This introductory courses explores the most effective tools of research, statistics, analysis, and mapping, integrating them with the realities of policing, and applying them directly to street-level operations and problem-solving. Students come to understand that a crime analyst encompasses being a researcher, statistician, journalist, detective, planner, computer specialist, and problem-solver. The course offers essentially the same material that is taught to crime analysts when they begin their careers. Prerequisite(s): CJ 101 and CJ 341.

FS 492. Forensic Science II: Introduction to Crime Mapping. 3 Hours.
This special section of FS492 teaches students how to use a geographic information system (GIS) to analyze crime which may include national trends as well as individual crime scenes. The lessons include the basic terms and principles of GIS, creation and management of GIS data, geocoding and plotting data based on coordinates, performing spatial queries, identifying hot spots, analyzing patterns of movement, and creating high-definition maps for strategic and tactical planning and prosecutorial exhibition. Prerequisite(s): CJ 101 and CJ 341 and FS 491.

FS 493. Forensic Seminar. 4 Hours.
This course is the capstone of the bachelor's degree in forensic science. The course draws on the knowledge acquired throughout the previous seven semesters. It also guides students through correct processing and sequencing of processing of evidence at the crime scene and in the laboratory. Particular attention is 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 learn various techniques for describing scientific principles in layman's terms. The course finishes with a mock trial at the end of the semester, giving the student the chance to experience direct and cross-examination. Prerequisite(s): CJ 221 and CJ 341.

(GV) Graphic/Visual Design

Courses

GV 108. 2D - 3D Drafting Design. 3 Hours.
This course in an introduction to 2D and 3D drafting techniques. Scale drafting is fundamental and powerful to the design-build workflow. This course explores scale drafting to create real-world objects by development of drawings and models. This course introduces the creation of 2D and 3D drafting for use with printed plans, 3D printed objects, CNC cutting, and extended reality applications.

GV 145. Design Thinking and Innovation. 3 Hours.
In this course, students are introduced to creative problem-solving through design thinking. Design thinking is a way of solving problems through a collaborative, experimental, and iterative approach. Students learn to design for others by working on skills like analysis, research, testing, experimentation, empathizing with the end user and solving problems. This class is a fundamental course for all design related activities and gives the student skills to develop meaningful and innovative solutions in design related fields.

GV 208. 3D Modeling. 3 Hours.
A contemporary 3D modeling program provides a powerful platform for the creation of three- dimensional 3D assets used in video games, special effects, entertainment, and extended reality. This course introduces the fundamentals of three-dimensional modeling concepts. Topics include an introduction to modeling, UV layout, materials, lighting, rendering, and animation.

GV 245. Graphic Design I. 3 Hours.
The skillful combining of image and text in visual communications is the core focus of this course. Students integrate topics in typography, image usage, space, color, and balance as they create projects. By going through the creative process from research to ideation to final presentation, students learn to apply and articulate design principles. This is a working studio class and through demonstrations and hands-on work, students learn to solve visual problems while gaining basic working knowledge of industry standard software essential to graphic design professionals today.

GV 248. Typography. 3 Hours.
In this course, students gain an appreciation of the art of typography. Students learn about typography's significance to human evolution, its power in messaging, and its cultural relevance. Topics include type classifications, font pairing, typographic hierarchy and emerging trends in contemporary type design. An assortment of mediums from mixed media to digital are used to experiment with type's expressive qualities in creating visually engaging compositions. Activities include hand lettering to learning how to create an original digital font.

GV 257. Animation and Motion Design I. 3 Hours.
This course introduces students to industry standard software in the creation of animation and motion graphics in 2D and 3D for a variety of media applications. Students will develop animated content and understand the use of animation and motion design within broader graphic design contexts on the web, mobile applications, games, and video. Topics covered include compositing, keyframes, timelines, looping, motion tweening, basic scripting, and visual effects.

GV 292. Game Engines I. 3 Hours.
Current game engines like Unreal Engine and Unity provide a powerful platform for rapid development of interactive experiences including video games, real-time graphics and special effects for entertainment and augmented and virtual reality environments. This course introduces fundamental game engine topics like level creation, material construction, visual scripting, lighting, collision detection, particle systems and landscape development.

GV 299. Topic/. 3 Hours.
This course listing is intended to provide the opportunity for faculty to offer courses of interest in graphic and visual design that would not normally be part of the University curriculum.

GV 308. 3D Modeling II. 3 Hours.
This course continues to intermediate 3D modeling concepts from the previous course. A contemporary 3D modeling program provides a powerful platform for the creation of 3D assets used in video games, and real-time special effects for entertainment and virtual and augmented reality. Topics include intermediate level work with polygons and NURBS curves, rendering, materials, lighting, UV mapping, dynamics and animation. Prerequisite(s): GV 208.

GV 310. Information Design. 3 Hours.
The graphic representation of information is one of the oldest forms of visual communication. It is also one of the most essential in today's data-driven culture. In this studio course, students will explore a variety of organizational structures to graphically display data. The emphasis will be for students to create visually compelling and interactive information designs that are clear, effective, and usable.

GV 323. Advanced UX Design. 3 Hours.
This is an advanced course that explores in-depth user experience design concepts and strategies including agile user experience design processes, user research, generative design, conceptual design, emotional design, prototyping, and user experience evaluation. Prerequisite(s): IT 223.

GV 329. Digital Illustration. 3 Hours.
In this course, students learn to create original illustrations while taking a deep dive into the art-making capabilities of Illustrator and Photoshop. Students focus on creativity of concept and composition as they explore 2D image-making techniques usable for a variety of media. Drawing tools, image and type manipulation, paint brushes, and effects will all be implemented in producing high-impact images for commercial as well as expressive applications. Projects including surreal, editorial and product illustration provide opportunities for portfolio-quality pieces. Prerequisite(s): GV 245.

GV 330. Graphic/Visual Design 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= Graphic Visual Design) and (College Level=Senior). Each student will find, will choose, or will be provided with an internship site. The site chosen will be based upon; (1) an interview conducted by the management of the internship site, (2) the acceptance by the internship coordinator, and (3) the student's preference of location based on availability. The internship coordinator will have the final decision on all internship placements. The coordinator's decision will be based on his/her interaction with the student during previous coursework and his/her understanding of the requirements of the student and the internship site. Every consideration will be given to the student's personal preferences with regard to location and type of internship site. Prerequisite(s): Major=BS Graphic/Visual Design.

GV 335. Graphic Design II. 3 Hours.
Graphic Design II continues the study of design principles presented in Graphic Design I. An emphasis will be 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): GV 245.

GV 357. Animation and Motion Design II. 3 Hours.
This course builds on the skills learned in Animation and Motion Design I, with an emphasis on developing a long-form animation work or a cohesive series of animated gifs. Special emphasis is given to the construction and animation of 3D assets. This is a project development course highlighting the storyboarding and drafting process that goes into executing polished work. By emphasizing narrative, students develop a portfolio piece that tells a story in motion by combining 2D, 3D, video, and sound assets. Prerequisite(s): GV 208 and GV 257.

GV 392. Game Engines II. 3 Hours.
Game engines provide a powerful platform for rapid development of interactive experiences including video games, real-time graphics, special effects, and extended reality environments. This intermediate course further develops game engine topics like working with digital assets, materials, particles, lighting and visual programming. Prerequisite(s): GV 292.

GV 429. Design Portfolio. 3 Hours.
Students develop and refine a portfolio of design work essential for seeking jobs in the graphic and visual design fields. They work with real life clients and learn how to prepare this work and previous work for professional presentation. By the end of the course, students have a portfolio and resumé showcasing their design skills. Prerequisite(s): GV 335.

(HA) Hospitality

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 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 209. Menu Planning and Food Safety. 3 Hours.
This course undertakes a comprehensive exploration of the basic functions in contemporary food service management. The course examines menu management and food safety within the modern food service industry and may lead to Servsafe certification. Prerequisite(s): HA 201.

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) Husson Experience

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 114. Husson Experience & Building Professional Skills. 3 Hours.
In this course, students develop professional and academic skills that prepare them to become leaders in the 21st century. They develop project management, research and information literacy skills, explore career pathways, and the role social media plays, and discuss the role equity plays in the professional workplace. Through assignments focused on reflection, self-assessment, and application, students develop techniques and strategies to be a successful learner and professional in their chosen field of study. Finally, students establish expectations of being a successful online learner by improving their time management, research and writing, technology, and community building skills.

HE 199. Topic/. 1-3 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) Healthcare Studies

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 199. Topic/. 1-6 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 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 302. Global Health. 3 Hours.
This course provides an overview of the determinants of health and how health status is measured. Students review the burden of disease, who is most affected by different disease burdens, risk factors, and key measures to address the burden of disease in cost-effective ways. Special attention is paid throughout the course to health systems issues. The course covers key concepts and frameworks but is practical in orientation. It is also global in coverage but with a focus on low- and middle-income countries, the health of the poor, equity, inequality, and health disparities. The course emphasizes the linkages between health and development. Prerequisite(s): HS 101.

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) 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)).

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 (IT 111 or IT 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 or Major=BS Healthcare Administration & Public Health.

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 Healthcare Studies or Major=BS Healthcare Administration & Public Health 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.

HS 501. Foundation of Public Health. 3 Hours.
This course is designed to provide an overview of the field of public health and population health science, to canvass current themes, to hear from a variety of experts, to consider future career roles in the field, and to set the stage for ongoing studies in the public health curriculum. Course assignments are intended to respectfully advance student skills in a manner that creates valuable outputs for graduate students. Emphasis is placed on underlying theories and the scientific and social basis for public health practice, plus the impact of critical public health concerns on society. Also, this course explores the nation's health challenges, the epidemiologic basis of the public's health, the organization and financing of health services in the United States, and current strategies for advancing public health. Students will need to be enrolled in the Master's in Public Health program.

HS 511. Healthcare Management and Organization. 3 Hours.
This course is designed to provide participants with the skills, knowledge, and problem solving ability necessary for becoming a successful healthcare manager and leader. Critical issues facing managers in healthcare today are introduced largely through a case study approach. In this approach, students use case studies to identify key management concepts and skills for healthcare managers. Rather than learning through reading of traditional didactic material, learning occurs primarily through exploration of problems that typically confront healthcare managers. Students need to be enrolled in Master's in Public Health program or other graduate degree program.

HS 600. Research Methods in Public Health. 3 Hours.
This course provides a general introduction to research design, statistical reasoning, and interpretation of the medical literature and Public Health. Topics include protection of human subjects, the research question, research methods, issues of measurement, models of experimental and non-experimental designs, and an overview of parametric and on-parametric statistics. The topics provide a basis for understanding and interpreting the literature for use in evidence-based practice in Public Health. Students need to be enrolled in Master's in Public Health program or other graduate degree program.

HS 601. Biostatistics in Public Health. 3 Hours.
This course helps students obtain basic and intermediate knowledge about biostatistics. This course briefly covers descriptive statistics, graphs and statistical tests, first seen in the introductory statistic course, with the emphasis on computing statistics using SPSS and on interpreting results and drawing a conclusion. The main focus of the course is on new materials such as one and two-sample parametric and non-parametric methods for analyzing continuous or discrete data, and different regression models, and report writing. Students work with SPSS software during the weekly online sessions, as well as in the homework. Students need to be enrolled in the MPH program or receive permission from instructor.

HS 602. Public Health Program Planning, Management, and Evaluation. 3 Hours.
In Public Health Program Planning, Management, and Evaluation students learn skills and concepts needed to design, implement, and evaluate public health programs. Topics such as needs assessment, measurement strategies, defining program mission and goals, identifying and building stakeholder commitment, program implementation strategies, and evaluation approaches are covered. Students learn the fundamentals of translating public health policies and goals into specific programmatic efforts. Students need to be enrolled in the Master's in Public Health program or other graduate degree programs.

HS 603. Public Health & Behavior Change. 3 Hours.
Public Health and Behavior Change introduces participants to theories of behavior change/health behavior change, and the application of those theories to public health efforts to improve health. Students learn social and behavioral theories that guide our understanding of health related behavior. Examples of the application of these theories to current health problems (e.g., youth violence, obesity, HIV/AIDS) and changing behavior related to those problems are studied. Students also design a population based program to change health behaviors, incorporating principles of effective communication, stakeholder buy-in, and program evaluation. Students need to be enrolled in Master's in Public Health program or other graduate degree program.

HS 604. Epidemiology. 3 Hours.
This course provides a graduate level study of epidemiologic concepts and approaches to population problems in public health. This course covers applications of epidemiologic methods and procedures to the study of the distribution and determinants of health and diseases, morbidity, injuries, disability, and mortality in populations. The course is intended to enable students to become informed and intelligent consumers of epidemiologic literature and to provide a basis for further studies and careers in public health sciences and other related fields. Students need to be enrolled in the MPH program or receive permission from instructor.

HS 606. Advanced Healthcare Economics and Policy. 3 Hours.
In this course, participants analyze U.S. health policy and service delivery using an economic perspective. Economic concepts covered include scarcity, market pricing, supply, demand, and efficiency and how they apply to healthcare and public health today. Using economic tools and perspectives, participants analyze and interpret current health policy, practice, and research. Students also contrast health economics and health policy/practice in the United States with other industrialized countries. Participants develop skills in advocating for and defending health related policies and programs that could improve health and public health in the United States. Students need to be enrolled in Master's in Public Health program or other graduate degree program.

HS 607. Advanced Healthcare Management. 3 Hours.
Advanced healthcare management focuses on learning and applying healthcare management principles in healthcare and public health settings. Topics include the organization and structure of health and public health systems; leadership and management; budgeting and resource management; planning, regulation and compliance; and program planning/implementation. Knowledge about healthcare management is applied through a hypothetical management project that requires integrating knowledge and skills form a variety of management topics. Students need to be enrolled in the Master's in Public Health program.

HS 699. 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.

HS 700. Global Health. 3 Hours.
This course provides an overview of the determinants of health and how health status is measured. Students also review the burden of disease, who is most affected by different disease burdens, risk factors, and key measures to address the burden of disease in cost-effective ways. Special attention is paid throughout the course to health systems issues. The course covers key concepts and frameworks and is practical in orientation. The course is global in coverage yet also focuses on low- and middle-income countries, the health of the poor, equity, inequality, and health disparities. Particular attention is paid throughout the course to the linkages between health and development. Students need to be enrolled in the MPH program or receive permission from the instructor to enroll.

HS 701. Advanced Integrative Seminar in Public Health. 6 Hours.
In this six credit course, students synthesize and integrate knowledge and skills acquired in previous public health coursework. Students analyze a public health problem and design a health promotion intervention to address that problem. The analysis includes a description of the problem and perceived need from a population or public health perspective, identification of stakeholder groups involved in the problem, and review of peer reviewed current literature relevant to the identified problem. Students then design a population or public health based policy, program, or intervention that targets an identified public health need or problem. Students need to be enrolled in the MPH program or receive permission from the instructor.

HS 702. Public Health Practicum Experience. 3 Hours.
Public Health Practicum Experience (Internship) is designed to provide the student with practical experience in a public health setting and professional role development in public health. Through this practical experience, the student improves skills in applying knowledge, theories, and concepts in public health to community settings and populations. Students must enroll in the Master's in Public Health program or other graduate degree program.

(HU) Humanities

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 110. Diversity, Equity and Inclusion; Identity and Context. 3 Hours.
In this course, students focus on introspection to critically examine diversity, equity and inclusion. Through an examination of intrapersonal and interpersonal skills students demonstrate an understanding of implicit bias, microaggressions, and productive ways to create inclusive spaces. Likewise, students practice implementing strategies to remediate microaggressive behavior. Through reflection, class discussion and the review of communications exercises students build practical skills to facilitate discussion surrounding DEI.

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 210. Comms Trends: Implications for Diversity, Equity & Inclusion. 3 Hours.
In this course, students critically examine communications trends in social media, mass media, and interpersonal relations. Students examine social media to understand how information is framed, and shared by bots, individuals and organizations. Students also consider the historic role mass media played in producing a singular view of reality, and the new ways social media have allowed for multiple perspectives from the common person, allowing for diversity of perspectives, misinformation, elevating marginalized community concerns, the selective consumption of information, and difficulties in cross-ideological communication. Throughout the course, students practice inclusive forms of communication meant to support listening and understanding. Prerequisite(s): HU 110.

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 310. Org Leadership through Diversity, Equity, and Inclusion. 3 Hours.
In this course, students examine organizational structure and leadership to incorporate new ways of organizing and implementing change. Students also examine what types of institutional and leadership support is necessary to implement lasting change regarding equity, inclusion and diversity. Students demonstrate understanding of the ways well intended diversity plans can pose problems in achieving equity and inclusion. The course culminates in individual diversity statements, and a proposed diversity strategic plan for an institution of their choice. Prerequisite(s): HU 210.

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) History

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 199. 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 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 213. State and Local Government. 3 Hours.
This course examines the structures, processes, and roles of state and local governments in the United States. It will cover the key principles of federalism and the historical, social, and cultural context of the state and local systems of government. The roles of individuals, interest groups, parties, and media outlets will be given special focus. Students will also examine key challenges and issues facing state and local governments, possible solutions to those problems, and the policy process at the local level. This course will devote special attention to the State Government of Maine and local governments of Maine.

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 222. Social Studies for Educators. 3 Hours.
This course provides personally guided preparation in the key areas of social studies for future teachers. It require students to complete a normed diagnostic examination aligned to Maine DOE and Praxis requirements which points to individual areas of focus for the student.

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.

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) Interprofessional

Courses

IP 499. Topic/. 1-6 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.

IP 599. Topic/. 1-3 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.

IP 730. Interprofessional Collaboration 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 in the State of Maine. Students from across the College of Health and Education (COHE) - undergraduate Nursing, graduate programs in Nursing (Nurse Practitioner and Nurse Educator programs), Counseling, Occupational Therapy, Physical Therapy - as well as students from the School of Pharmacy (SOP) - will collaborate in studying, developing and implementing strategies to improve the overall health of the people of Maine. There are two primary goals to be achieved through this course: 1) to provide an interprofessional learning environment that allows undergraduate, graduate and doctoral students in healthcare professions programs to develop and maintain a climate of mutual respect and shared values and, 2) to provide COHE and SOP students with an understanding of the issues of health disparities in a rural state and offer new paradigms for an interprofessional collaborative approach to care. Prerequisite(s): NU 700 or (Major=MS Clinical Mental Health Counseling or Major=MS Occupational Therapy or Major=Doctor of Physical Therapy or Major=Doctor of Pharmacy).

(IS) Independent Study

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.

(IT) Integrated Technology

Courses

IT 110. Data Exploration & Visualization. 3 Hours.
Modern visualization techniques involve static and interactive approaches as well as figures that dynamically update. This course covers how visual information is perceived, how to create effective visualizations, and what dangers exist with data visualization and how to avoid them. In this course, students design and create summaries and visualizations to transform data into information in a variety of context and complete a visualization project.

IT 111. Introduction to Microsoft Office. 3 Hours.
This is a 3-credit hour course using Microsoft Office to teach the basic features of Word, Excel, Access, and PowerPoint, and to integrate data between the applications. Students become acquainted with the proper procedures to create documents, worksheets, databases, and presentations suitable for coursework, professional purposes, and personal use. Students gain basic hands-on experience using the integrated programs of Microsoft Office.

IT 121. Computer Applications for Digital Media. 3 Hours.
This introductory course provides an overview of computer fundamentals, the Internet and networks, file compression concepts, digital media applications, and digital file organization and management techniques. Students experience various software tools relevant to the communications industry including imaging, publishing, audio, video, web, presentation and cloud-based collaboration and learning systems.

IT 201. Web Imaging. 3 Hours.
This course introduces students to the visual design of websites and web applications. Topics include composition, color, typography, information architecture, prototyping, user experience and software tools. Students also explore the creation and application of other web-related graphics such as photos, icons, logos, display ads, and various user interface elements.

IT 202. Web Design for Non-Majors. 3 Hours.
This course serves as an introduction to web design and covers an introduction to Hypertext Markup Language (HTML) and Cascading Style Sheets (CSS). Emphasis is on the proper structures and concepts used in web development. Topics include an introduction to graphic design elements, text, images, layout, styling, HTML and CSS code editing, and content management system(s). Internet technologies including HTTP, TCP/IP, and search engine optimization are also discussed. Additional topics include accessibility, intellectual property, and ethics.

IT 207. Web Design I. 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), which 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.

IT 209. Web Design II. 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 as 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): IT 207.

IT 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 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 IT 410.

IT 211. Search Engine Marketing. 3 Hours.
Search 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 learn how search engines work and rank. They also learn all aspects of search engine optimization. This course explores the future of search and the semantic web. Prerequisite(s): MC 220 or BA 245.

IT 214. Spreadsheet Concepts and Applications. 3 Hours.
This course introduces students to modern spreadsheet applications such as Microsoft Excel. Within the spreadsheet application, students learn how to use formulas and functions, create charts and graphs, manage large datasets, create pivot tables and use other advanced features. The course also covers best practices for spreadsheet design and implementation.

IT 223. User Experience 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.

IT 241. Managing and Maintaining a PC I. 3 Hours.
This course develops a base for supporting end-user workstation system. It emphasizes installing, configuring, and trouble shooting computer hardware and software in a laboratory setting. The course prepares the student for the Comp TIA's A+ exams.

IT 242. Managing and Maintaining a PC II. 3 Hours.
Building upon the foundation in IT 241, this course emphasizes installation, management, and maintenance of Microsoft Windows desktop client operating system. Some course time is dedicated to understanding how the operating system interfaces with various aspects of computer hardware. This course prepares students to pursue the Comp TIA A+ Certification. Prerequisite(s): IT 241.

IT 245. Desktop Publishing. 3 Hours.
During this course, 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. Through this process, students become familiar with typographic techniques used to create professional-looking documents. Students are also introduced to using basic design and layout features such as white space, graphic elements, and color. 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.

IT 261. Introduction to Computer Programming I. 3 Hours.
This is 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 are introduced to and are expected to follow industry standards and best practices of the software development discipline.

IT 262. Introduction to Computer Programming II. 3 Hours.
This is the second of a two course sequence serving as an introduction to computer programming. The course extends the foundational computer programming content to include basic data structures, object oriented programming techniques and recursion. Throughout the course, students are introduced to and are expected to follow industry standards and best practices of the software development discipline. Prerequisite(s): IT 261.

IT 265. Introduction to iOS App Development. 3 Hours.
This course introduces to the student to modern techniques and tools used to create and deploy mobile applications. Using industry appropriate tools for iOS mobile development, students learn how to design, build and deploy mobile applications to iOS devices. Basic computer programming concepts and the project development cycle are also covered in this course.

IT 299. Topic/. 3 Hours.
This course is of variable content with selected topics presented to provide prerequisites for specifically identified additional coursework in Integrated Technology. The course emphasizes independent investigation and the fundamental principles of computing and information technology.

IT 305. Workflow Management. 3 Hours.
This is an advanced course offering the experience of planning, designing, developing and deploying professional technology projects using the latest tools and methods available. In addition to expanding upon topics covered in previous courses, Workflow Management explores emerging topics and technologies. Students bring together all of the skills learned in their studies to create projects for clients encompassing all phases of technology project workflow including requirements definition and project planning, design, development, quality assurance, deployment and support.

IT 311. Interaction Design. 3 Hours.
This course introduces students to tools and frameworks used in the development of interactive content for websites, rich internet applications, mobile applications, and games. In addition, students learn programming skills specific to supporting user interactions in digital interfaces and build upon fundamental interaction design concepts.

IT 321. Systems Analysis & Design. 3 Hours.
This course covers methodology for the investigation analysis and general design, detailed design, and implementation of computer information systems. Comprehensive case studies are used to illustrate the phases of Integrated Technology 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): IT 261.

IT 322. Decision Support and Expert Systems. 3 Hours.
In this course, students explore decision support and expert systems which 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): IT 111.

IT 325. Algorithms and Data Structures I. 3 Hours.
This is 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 are 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): IT 261.

IT 326. Algorithms and Data Structures II. 3 Hours.
This is 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 explore further a number of algorithm designs including greedy and divide-and-conquer, and specific algorithms including resizing arrays, shortest path, and spanning trees. Prerequisite(s): IT 325.

IT 331. Networking. 3 Hours.
This course covers the different types of networking topologies such as client-server, peer-to-peer, and network administration. Practical aspects include setting up a network, hardware maintenance, and hands-on experience.

IT 332. Advanced Networking. 3 Hours.
This course builds upon basic network knowledge. Topics covered include network topology, infrastructure, hardware, segmentation, and troubleshooting. Students also examine security issues related to protecting data assets from internal and external threats. Prerequisite(s): IT 331.

IT 333. Computer Forensics. 3 Hours.
This course focuses on the investigative use of computer technologies and electronic records. Students explore digital evidence and the valuable information it can provide to investigators. The course has a two-tier approach. First, students are shown how to extract readily decipherable information from someone's computer such as looking 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. For the second tier, students examine criminal use of computers and the Internet for activities ranging from endangering children to financial fraud. This course is intended to address a growing need in law enforcement. Prerequisite(s): Major=BS Criminal Justice or Major=BS Integrated Technology - CIS or Major=BS Integrated Technology - Software Development and Major=BS Integrated Technology - Web Design and Dev.

IT 336. Scripting for the Web. 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.

IT 341. Managing and Maintaining a Windows Server I. 3 Hours.
This course is the first of a two course sequence that focuses on the knowledge and skills required to install, configure, upgrade, and otherwise manage Microsoft Windows Server systems. Students use Windows Server to create domain controllers that provide DHCP, DNS, File and Print services to clients. Basic virtualization concepts and implementation techniques are also explored. Prerequisite(s): IT 242.

IT 342. Managing and Maintaining a Windows Server II. 3 Hours.
This course focuses on the knowledge and skills required to install, configure, upgrade, and otherwise manage Microsoft Windows Server systems. Information is presented in a combination of lecture and hand-on laboratory work. Prerequisite(s): IT 341.

IT 351. Information Technology Internship. 3 Hours.
This internship experience allows students to practically apply classroom theory at for-profit or non-profit organizations in a supervised, workplace environment. Prerequisite(s): College Level=Junior or College Level=Senior.

IT 352. Information Technology Internship. 3 Hours.
This internship experience allows students to practically apply classroom theory at for-profit or non-profit organizations in a supervised, workplace environment. Prerequisite(s): College Level=Junior or College Level=Senior.

IT 353. Information Technology Internship. 3 Hours.
This internship experience allows students to practically apply classroom theory at for-profit or non-profit organizations in a supervised, workplace environment. Prerequisite(s): College Level=Junior or College Level=Senior.

IT 354. Information Technology Internship. 3 Hours.
This internship experience allows students to practically apply classroom theory at for-profit or non-profit organizations in a supervised, workplace environment. Prerequisite(s): College Level=Junior or College Level=Senior.

IT 361. Java I. 3 Hours.
This course focuses on problem solving using an object-oriented programming language. It also emphases modern practices in programming. Prerequisite(s): IT 261.

IT 362. Java II. 3 Hours.
This course furthers the learning objectives of IT 361. It explores advanced use of the language including packages for data access and web server scripting. Prerequisite(s): IT 361.

IT 366. Programming Principles for Augmented Reality. 3 Hours.
Building on previous course(s) in application development, this course introduces modern techniques and tools used to create and deploy augmented reality (AR) applications. Using industry appropriate tools for AR iOS mobile development, students learn how to design, build and deploy AR enhanced mobile applications to iOS devices. Prerequisite(s): IT 265.

IT 371. Drones, 3D Printing and Emergent Technologies. 3 Hours.
This survey course uses a research-based approach mixed with hands-on application to explore the ethical implications and practical implementation of Drones, 3D Printers, and Emergent Technologies in society and organizations. Students collaborate to determine legal and ethical concerns, costs, and potential implementation of these technologies in industry. The modular framework of this course allows for exploration of each technology. This course is designed for general student participation with no pre-requisites.

IT 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 Integrated Technology studies to create a deployable mobile application ready for submission to Apple and Google and potentially other platforms as well.

IT 409. e-Commerce Development. 3 Hours.
This is an advanced course that offers 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.

IT 410. Database Design. 3 Hours.
This course covers design, development, and information retrieval from a relational database. Areas of study include entity-relationship diagramming, normalization, database construction, and structured query language (SQL). Both desktop and enterprise level database management systems are explored.

IT 411. Interactive Web Design II. 3 Hours.
This course introduces students to the concepts of web pages interacting and reacting to the users' input and actions. Students explore the concepts of interactive design using a JavaScript library to enhance user experiences. This is a continuation course, which introduces more complex topics, including larger-scale applications, incorporating external files and data, and more advanced scripting. Interactive Web Design II serves to introduce students to the basics of interactive design and logic.

IT 431. Theory and Practice in IT Security. 3 Hours.
This course covers selected topics in integrated technology pertaining to security. It explores the principles and practices of integrated technology security as it relates to computer information systems, software design, and web design and development, with a focus on industry best practices.

IT 461. Web Applications I. 3 Hours.
This is an intermediate course offering students the experience of planning, designing, developing and deploying web applications on the LAMP platform (Linux, Apache, MySQL, and PHP) using the MVC (model, view, controller) methodology. This course also introduces students to popular web applications development frameworks. Prerequisite(s): IT 336.

IT 462. Web Applications II. 3 Hours.
This is an advanced course offering students the experience of planning, designing, developing and deploying professional web applications on the LAMP platform (Linux, Apache, MySQL, and PHP) using the MVC (model, view, controller) methodology on popular web application development frameworks. Students taking this course must have successfully completed Web Applications I. Prerequisite(s): IT 461.

IT 471. Current Trends in IT. 3 Hours.
This course is designed to explore current trends and events as well as research emerging technologies in the global environment of integrated technology. Students learn about the constantly changing nature of integrated technology and its implementation in business and industry and the need for continued lifelong learning. Trends in computer information systems, software development, and web design and development are also explored and discussed. Prerequisite(s): College Level=Junior or College Level=Senior.

IT 481. Project Management Techniques. 3 Hours.
This course provides student with practical methodologies for planning and managing projects effectively. Student undertake projects which must be completed within the constraints of cost, time, and quality.

IT 482. Information Technology Project Development. 3 Hours.
Students use a team approach to plan, manage, and implement a comprehensive, realistic, information technology project of moderate complexity. Prerequisite(s): IT 481.

IT 499. Topic/. 3-6 Hours.
This is a course of variable content. Faculty and students prepare a special topic of timely interest in the area of Integrated Technology. The course may consist of seminars, individualized instruction and/or research related to a specific area of specialization. Prerequisite(s): College Level=Junior or College Level=Senior.

IT 600. Computer Programming for the Professional. 3 Hours.
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 are introduced to and are expected to follow industry standards and best practices of the software development discipline.

IT 601. Business Analytics Essentials for the Professional. 3 Hours.
This course provides a comprehensive overview of data science, the steps in the data analysis process, and the role, attributes, and skills of a data analyst. The course enables students to build an understanding of the languages, terminologies, and methods of data analysis through the practical applications of formulas, functions, and visualizations in Excel and R.

IT 602. Data Exploration and Visualization in Business Applications. 3 Hours.
This course covers how visual information is perceived, how to create effective visualizations, and what dangers exist with data visualization and how to avoid them. Students design and create summaries and visualizations to transform data into information in a variety of context and complete a visualization project. Students should have some prior knowledge of basic statistics prior to enrolling in this course. Prerequisite(s): IT 601.

IT 605. Data Mining for Business Analytics. 3 Hours.
Data mining for Business Analytics teaches students the process of using Python to work with large data sets and identify patterns and relationships in order predict future trends applicable in business. Topics include Dimension Reduction, Predictive Performance, Multiple Linear Regression, Naive Bayes Classifier, Classification and Regression Trees, Logistic Regression, Forecasting Time Series, and Text Mining. Prerequisite(s): IT 600 and IT 601 and IT 602 and IT 610.

IT 610. Database Design for the Professional. 3 Hours.
This course covers design, development, and information retrieval from a relational database. Areas of study include entity-relationship diagramming, normalization, database construction, and structured query language (SQL). Both desktop and enterprise level database management systems are explored.

(LC) Language and Culture

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. Introduction to 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. Introduction to 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.

LC 121. Introduction to 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 122. Introduction to French II. 3 Hours.
Intermediate level French includes a systematic, but gradual review of the essentials of grammar and strengthens reading, writing, and especially speaking skills.

LC 131. Introduction to Chinese Culture and Language I. 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 132. Chinese Culture and Language II. 3 Hours.
This Mandarin Chinese course is for students who have prior experience studying Chinese or have taken LC131. Students will further develop their listening, speaking, reading and writing skills. References to Chinese history, culture, and business put the language into context. The relationship between Chinese language and culture and the social-linguistically appropriate use of language will be stressed throughout. Prerequisite(s): LC 131.

LC 210. Medical Spanish. 3 Hours.
This course is designed for students planning to work in the healthcare field who want to acquire more skills in Spanish. Students develop new critical perspectives on health care for Spanish-speaking patients. Course content includes medical language skills, cultural competency for health care situations, and reviews important Spanish grammar constructs.

LC 211. Medical French. 3 Hours.
This course is designed for students planning to work in the healthcare field or who wish to acquire skills in medical French. Through this course, students develop new critical perspectives on health care for French-speaking patients. Specifically, we will develop medical language skills and cultural competency for health care situations as well as review important grammatical features of the language.

LC 212. Modern Hebrew. 3 Hours.
This offering is an introductory language course in modern Israeli Hebrew. It provides students with the basics of speaking, reading, writing, and listening to Hebrew. No prior experience with Hebrew is necessary. The course begins with the Hebrew alphabet, and progresses using interactive dialogue; reading, writing, and listening activities; role-playing, and group activities to promote a level of comfort with conversational Hebrew. Grammatical concepts are covered in the context of spoken language. Elements of modern Israeli history, culture and society are integrated into the course. This course prepares students to travel to Israel and carry on a simple everyday conversation, such as one might have with in a store or restaurant.

LC 299. Topic/. 1-3 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) Mass Communications

Courses

MC 101. Introduction to Mass Communications. 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 broadcasting equipment, production, and regulations. Projects are designed to provide students with beginner level skill in the operation of audio consoles, microphones, computers and editing. Completion of this course will also prepare students for working at WHSN 89.3 FM.

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 131. Voice and Diction. 3 Hours.
Speech is an important part of all human communication. This course is structured to give students the basic tools with which to verbally communicate in an effective manner on many levels and in many different venues. The course will focus on industry-standard vocal articulation and pronunciation, using the IPA (International Phonetics Alphabet) as an analytical tool. Emphasis will be placed upon identifying and addressing ineffective speech habits and regionalisms. The prime goal of the course is to move the student closer to creating a professional "voice", whether the student plans a career in communications or wishes work in other fields which require effective vocal communication.

MC 199. Topic/. 1-6 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 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 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 218. Introduction to Podcasting. 3 Hours.
This course introduces students to podcasting, the technical skills to produce an audio broadcast, and the ability to distribute, market and monetize a podcast to a specific audience on the Internet. Students learn how to critique a podcast explaining genres, format, structures, content and target audiences. The course culminates with a final project and a plan to launch and market their first ten podcasts in a chosen genre, format and structure.

MC 223. Reporting and Writing for Web & Print. 3 Hours.
This course offers in-depth practice in developing effective written communication, especially for newspapers and magazines. Course topics emphasize news judgment, objectivity and 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): EH 124.

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 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/. 1-6 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 Communication. 3 Hours.
This is a communications course aimed at helping future professionals in a broad spectrum of fields better serve themselves, their colleagues, and their clients/audience by examining cultural paradigms and attempting to provide a comprehensive overview of communication in various professional contexts across lines of race, culture, gender, age, sexual orientation, and ideology. Connections between rhetoric (public speaking), composition (writing), and the marketplace of ideas in an increasingly global economy (culture) will be examined and practiced in ways that will enable students to become stronger thinkers, writers, and speakers. During this course, students will use their new understanding of communication to strategize for career success and practice real world applications in professional and social situations.

MC 316. Advertising Campaigns. 3 Hours.
Advertising Campaigns is an in-depth exploration of the structures and functions used in advertising. From advertising planning and strategy to creative advertising, this course helps each student to discover his/her own approach to lead a successful campaign. Advertising Campaigns 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): MK 216 and MK 220.

MC 317. Public Relations Techniques. 3 Hours.
This course is designed to apply the fundamentals principles of public relations to develop, implement and evaluate communication strategies. Students develop their writing and visual communication abilities by producing compelling content for traditional, digital and social media using paid, earned, shared and owned marketing channels. Other topics covered include ethics and legal considerations, measurements and assessment methods, media relations, news conferences, special event planning, and crisis communication. Prerequisite(s): MC 116 and GV 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 319. Media Marketing and Sales. 3 Hours.
Media Marketing and Sales explores the unique characteristics of print, broadcast radio and television, cable television and satellite services, the Internet, cell phones, and any media that are supported by advertising. Students learn how the various media channels are measured, how those measurements determine their relative value, the costs of advertising on various media, and how such media is packaged and sold through client relationship management, target market identification and market segmentation principles. More importantly, students learn competitive market strategy and sales and negotiation techniques employed by successful sales people across all industries. Prerequisite(s): MC 220 or BA 320.

MC 320. Broadcast Programming and Management. 3 Hours.
This course focuses on current media management issues facing the broadcast manager in the daily operations of programming, sales, promotion, news, and engineering departments. Curriculum analyzes management theories and approaches in addition to covering topics such as the Telecommunications Act, labor and discrimination law, crisis management, Federal Communication Commission (FCC) rules, and contract and employment law. Prerequisite(s): MC 202 and CT 205.

MC 324. Professional Blogging. 3 Hours.
This course offers students practical instruction and guidance for writing and managing professional blogs. Students are expected to write high-quality blog posts with photos, videos and other illustrations that demonstrate an understanding of writing organization, style, grammar, and attribution. Students also demonstrate a knowledge of Search Engine Optimization, best practices, legal concerns, privacy policies, ethics and utilizing vivid descriptions and details for storytelling within the genre of blog writing. Prerequisite(s): EH 124.

MC 325. Radio Promotions. 3 Hours.
In this course, students will be introduced to the skills needed to project a consistent brand associated with a radio station, its programs, and its personalities. Students will understand and evaluate the art of promotion as it relates to self, the station, the community, non-profits, artists, and others. Students will learn to create marketing materials designed to retain consistency of brand across multiple delivery platforms along with the skills necessary to track results and discern listener perception. Course expectations will include creating and executing successful radio promotions at the station and at community broadcast locations. 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 330. Mass Communications Internship. 3-9 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 332. Mass Communications Internship II. 1-9 Hour.
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 must have a strong communications element related to the student's major. Students are expected to be sufficiently motivated to seek out their own placement site with some guidance from the internship director.

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 explores the use of the photographic image in narrative, documentary, and editorial form for newspapers, magazines, and internet. Students engage in photography aligned with industry standards on a weekly basis. Assignments include spot news, general news, features, sports, editorial portraits, and photo story. Aspects of journalism such as story ideas, research, and picture editing are addressed. Students also write captions for a majority of photojournalism assignments. The course invites students to explore legal and ethical issues of photojournalism and develop visual on-location problem solving skills. Prerequisite(s): FA 110 or VF 245.

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 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/. 1-6 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.

(MH) Mental Health

Courses

MH 200. Community Integration and Inclusion. 3 Hours.
In this course students use psychosocial assessment to inform their interactions with consumers of mental health services. The course emphasizes developing a collaborative, person-centered, and outcome-focused plan of care. Students also learn about systemic and natural supports used to help facilitate consumers' progress towards their goals. This course is one of eight courses required for eligibility for MHRT/C certification. It is strongly recommended that students complete PY 113 prior to enrolling in this course.

MH 201. Policy Knowledge. 3 Hours.
The course focuses on policies that affect mental health care particularly with regard to consumers in the state of Maine. Students develop an awareness of relevant regulations and how to support consumers of mental health services in effective self-advocacy within existing health and human services systems. This course is one of eight courses required for eligibility for MHRT/C certification. It is strongly recommended that students complete PY 113 prior to enrolling in this course.

MH 202. Mind-Body Connection. 3 Hours.
Topics of this course emphasize assisting consumers of mental health services in accessing whole health, integrated care. Students learn how developing an understanding of the mind-body connection can help those with chronic health conditions, mental health and substance use disorders, medication needs, stress, and other factors affecting wellness. This course is one of eight courses required for eligibility for MHRT/C certification. It is strongly recommended that students complete PY 113 prior to enrolling in this course.

MH 203. Vocational Support. 3 Hours.
In this course students learn how to assist consumers of mental health services engage in goal-directed employment activity. Particular emphasis is on developing an understanding of the relationship between meaningful work and overall well-being, and utilization of appropriate community resources. This course is one of eight courses required for eligibility for MHRT/C certification. It is strongly recommended that students complete PY 113 prior to enrolling in this course.

(MK) Marketing

Courses

MK 216. Principles of Advertising. 3 Hours.
This course provides an understanding of the basic principles and practices of advertising. It examines the development process including target audience identification, product positioning, creative messaging, media strategies and campaign execution. It also looks at the roles in an advertising agency and how marketers build brands and integrate their communications.

MK 220. Marketing Fundamentals. 3 Hours.
This course is an overview of marketing concepts, tools, and methods with an emphasis on learning to develop responsive marketing strategies that meet customer needs. The course focuses on identifying market opportunity, product development, promotion planning, pricing decisions, and channels of distribution.

MK 228. Digital Marketing Principles and Strategies. 3 Hours.
This course provides students with critical information about the current state of digital marketing and its strategic use for business. Students learn principles of inbound marketing, organic search engine marketing, online advertising, and analytic and conversation tracking. Students also develop and execute an actionable plan for digital marketing of a business as well as personal brands.

MK 315. Agency Practicum I. 3 Hours.
This course provides students the experience of being part of a marketing communication agency by working with real-world clients to meet their needs. Strategic planning, implementation of strategies, and creation of visual, digital and written work for a variety of clients are performed in a teamwork setting under faculty supervision. Additionally, students work on agency promotion, brand identity, website, and other collateral materials. All majors are welcome. Note: Course is repeatable with permission of instructor.

MK 322. Social Media Marketing. 3 Hours.
This course utilizes a highly interactive format and simulations to introduce students to the uses of social media as a marketing tool. The course looks at current social media practices and problems for businesses as well as communication strategies, techniques, and analytics to measure success. The intent of this course is to provide students with practical guidelines for utilizing all types of content and social media platforms to reach a selected audience.

MK 326. Consumer Behavior. 3 Hours.
This course examines theories of consumer motivations and psycho-social and biological variables which influence consumer attitudes, preferences, and decision making. It also looks carefully at the methods that can be used to develop approaches for planning new products and developing effective marketing strategy.

MK 330. Marketing Communications Internship. 3-9 Hours.
This experiential course is a supervised work experience with participating employers for Marketing Communications students. It provides for the application of classroom learning in a professional work environment. Each student finds, chooses, or is provided with an internship site to engage in experiential learning.

MK 338. Marketing Research. 3 Hours.
In this course, students examine the basic research concepts and practices as applied to the analysis of marketing problems. Topics include sources of data, collecting data, sampling, questionnaire construction, tabulating data, and report preparation using computerized statistical software.

MK 418. Agency Practicum II. 3 Hours.
This course provides students the experience of operating a marketing communication agency, including working with clients to meet their needs, strategic planning, creation and implementation of strategies and tactics. Additionally, students manage agency policies and procedures, promotion, brand identity, website and other collateral materials. All majors are welcome. Note: Course is repeatable with permission of instructor.

MK 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.

(ML) ROTC

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 390. Cultural Understanding and Language Proficiency (CULP). 3 Hours.
Cultural Understanding and Language Proficiency (CULP) is a 30 day, deployment that has a mission that supports the United States Embassy's strategic plan for that particular country. Many of these missions are performed in VERY austere conditions which include unusual living conditions, foods, and risks of common traveler's illnesses. However during these missions, Students receive an education experience unmatched by anything you will do in a college classroom.

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.

ML 410. Cadet Troop Leader Training. 3 Hours.
The Cadet Troop Leader Training (CTLT) provides Students the opportunity to experience leadership in Army Table of Organization and equipment (TO&E) units throughout the Army over a three to four week period during the summer following the junior year. Students must compete to be nominated by Cadre to participate in the program. CTLT provides Students with a real- time opportunity to lead enlisted Soldiers while serving as an "intern" Platoon Leader before they commission as 2nd Lieutenants in the U.S Army.

ML 420. Cadet Leadership Course. 3 Hours.
The Cadet Leadership Course (CLC) is a 30 day, scenario driven, training event focused on solving complex problems at the company-level. Students arrive at CLC with a baseline of military skill sets; the Students also have developed critical thinking and problem solving abilities during the academic years. CLC builds upon work accomplished on campus and develops the student's small unit leadership ability in a tactical environment. The leadership experience supports continued student development during their senior year.

(MS) Mathematics

Courses

MS 092. Fundamentals of Mathematics. 4 Hours.
This course reviews fundamental principles and applications of arithmetic and serves as preparation for MS 093 Core Arithmetic and Algebra. The course does not satisfy degree requirements. Five contact hours per week. A minimum grade of C is required. Four credit hours.

MS 093. 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 MS 141 Contemporary College Algebra. The course does not count toward the degree. A minimum grade of C is required. Students are registered based on the results of their Initial Math Assessment.

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. A prerequisite of a C or better of MS 093 or equivalent by the Initial Math Assessment is required.

MS 125. Finite Mathematics. 3 Hours.
This course covers the algebraic development of linear and nonlinear equations and inequalities. Topics also 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 141. Prerequisite(s): MS 141 or MS 180 or MS 181 or MS 182.

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. A prerequisite of MS 141 or higher or equivalent by the Initial Math Assessment is required. Prerequisite(s): MS 141 or MS 180 or MS 181 or MS 182.

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. A prerequisite of a C or better of MS 093 or equivalent by the Initial Math Assessment is required.

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 160. Mathematics for Elementary Teachers. 3 Hours.
Mathematics for Elementary Teachers focuses on the building blocks of mathematics while integrating the Common Core Practice Standards. Students are expected to build upon prior mathematical understanding, as they learn new ways to demonstrate understanding of fluency in mathematics and the different algorithms used to teach a conceptual understanding of mathematics to elementary school students. It is of particular importance that teachers of mathematics are able to translate between multiple algorithms and varying perspectives on the same questions in mathematics. Among other topics, students will explore sets, place value, mental math, estimation, fractions, geometry, logic and basic computation. Prerequisite(s): MS 132.

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. . A prerequisite of MS 141 or equivalent by the Initial Math Assessment is required. Prerequisite(s): MS 141.

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 is a four credit hour course. A prerequisite of MS 180 or equivalent by the Initial Math Assessment is required. Prerequisite(s): MS 180.

MS 182. Calculus II. 4 Hours.
This course is a continuation of MS181 Calculus with Applications. It prepares students for subsequent studies in mathematics, science, and business. Students engage with concepts and applications of numerical integration, applications of integration, antidifferentiation, function approximation, improper integrals, and infinite series. Emphasis is placedon concepts, complementing symbolic with graphical and numerical points of view. The course integrates technology to support pedagogy and computation. A prerequisite of MS 181 or equivalent by the Initial Math Assessment is required. Prerequisite(s): MS 181.

MS 212. Intermediate Applied Statistics. 3 Hours.
This course builds off the concepts learned in MS 132 while also serving as an introduction to a statistical programming language (e.g., SAS, SPSS, or R). Through projects, major statistical methods are introduced including various hypothesis testing procedures, regression, analysis of variance, chi-square tests, and nonparametric statistics. Prerequisite(s): MS 132.

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 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 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 333. Statistical Modeling. 3 Hours.
This course introduces students to regression and statistical modeling. Topics include method of least squares, residual analysis, data transformations, polynomial regression, generalized linear models, logistic regression, and model selection methods. Other topics may include time series analysis, Bayesian models, and spatial models. Statistical software is used to summarize data sets and build models. Prerequisite(s): MS 212.

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): SC 224 or SC 383.

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.

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.

(NL) Nursing Clinical

Courses

NL 208. Clinical: Health Assessment. 0 Hours.
This course covers nursing assessment of the healthy adult. The student learns to gather subjective and objective data about a client's health status and to perform a systematic physical assessment. The clinical laboratory setting is utilized to practice the techniques of assessment and to identify normal findings. Prerequisite(s): (SC 221 and SL 221) and (SC 222 and SL 222).

NL 210. Fundamentals of Nursing-Laboratory. 1 Hour.
This is the companion laboratory course for NU210 which prepares the beginning nursing student with the knowledge, skills and attitudes (KSAs) to perform basic nursing assessment and clinical skills. Using the nursing process, the focus of the lab is on patient safety using Quality and Safety Education for Nurses (QSEN) competencies and demonstrating knowledge of best practice basic clinical skills for adults. Prerequisite(s): (EH 105 or EH 124) and SC 180 and SC 191 and SC 221 and SL 180 and SL 191 and SL 221 and PY 111 and (MS 141 or MS 180 or MS 181 or MS 182).

NL 211. Clinical:Nursing Intervention I. 0 Hours.
This course introduces concepts of patient care and basic nursing interventions used in caring for individuals throughout the lifespan. Learners employ a variety of resources to gain beginning competence in nursing theory, nursing process, basic nursing skills, therapeutic communication, and critical thinking. Students also develop an awareness of diverse cultural beliefs and values in relation to health care. An expectation of the course is that the student will develop personally and professionally.

NL 212. Introduction to Medical-Surgical Nursing-Laboratory. 2 Hours.
In this course, students apply basic nursing assessment and clinical skills to the medical-surgical client. Focus is on patient safety and core principles of basic medical surgical nursing practice. Students engage in clinical and laboratory experiences that support classroom learning.

NL 214. Medication Administration and Dose Calculations. 1 Hour.
This course builds upon students' knowledge of the natural sciences and nursing process. The course is designed to provide the skills required for the safe administration of medications and calculation of drug doses. Students engage in therapeutic uses, interactions, and side effects of major drug classification as well as skills related to medication administration to clients across the lifespan. Prerequisite(s): NU 210 and NL 210 and SC 222 and SL 222.

NL 299. Topic/. 1-6 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.

NL 315. Clinical:Child Health. 2 Hours.
This course is predicated upon previous course work in social and natural sciences, humanities and nursing. It is designed to address issues related to health and illness experienced by children and their families in varying developmental stages. Students apply the nursing process, adaptation and family theories as a framework to assess, plan, implement and evaluate nursing strategies used to maintain health and to resolve illness related issues. Additionally, students integrate research findings to provide nursing care based on evidence. Prerequisite(s): NU 212 and NU 214 and NL 212 and NL 214.

NL 322. Medical Surgical I-Clinical. 2 Hours.
The design of the NL322 Med Surg I clinical course is to build practice skills in the nursing process in an acute care setting for clients who have needs in the areas of oxygenation, mobility, hematological/immunological, neurobiological or gastrointestinal needs. This is the complementary clinical course to NU322. Prerequisite(s): NU 212 and NL 212 and NU 214 and NL 214.

NL 323. Medical Surgical II-Clinical. 2 Hours.
The design of Medical Surgical Nursing II clinical course is to build knowledge, skills and attitudes within the content area of medical-surgical nursing. Through simulation and clinical experiences, the student develops basic competency in management of clients with complex medical needs which may include patients who have critical care needs, burns, shock, diabetes management, neurological issues and also patients with multiple chronic diseases as well as general medical surgical patients. Prerequisite(s): NU 212 and NL 212 and NU 214 and NL 214.

NL 324. Family Centered Care - Women and Infants - Clinical. 2 Hours.
The focus of this course is the childbearing family. Topics include pre-pregnancy, pregnancy (the fetus/newborn), and the post-delivery family. The course also covers physiologic, psychological, social, and cultural issues, as they relate to the childbearing family. Clinical experiences occur in a variety of settings, including impatient, educational and community settings. Prerequisite(s): NU 212 and NL 212 and NU 214 and NL 214.

NL 412. Population Focus - Community Health - Clinical. 2 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. This is the clinical component of NU412 and is to be taken concurrently. Prerequisite(s): NU 323 and NU 315 and NU 324 and NL 323 and NL 315 and NL 324.

NL 422. Population Focus - Community Mental Health Clinical. 2 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 bio-psychosocial social 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 323 and NU 315 and NU 324 and NL 323 and NL 315 and NL 324.

NL 427. Senior Practicum. 5 Hours.
Senior Practicum is a preceptorship experience for senior nursing students at an assigned healthcare setting. The preceptorship experience is based on the model from the National Council State Board of Nursing Transitions to Practice so as to help students prepare for the transition to professional practice. 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 healthcare situations with expert nurse partners and faculty. Prerequisite(s): NU 323 and NU 315 and NU 324 and NL 323 and NL 315 and NL 324 and NL 427.

NL 499. Clinical*. 0 Hours.

NL 722. Clinical:Adv Mental Hlth. 0 Hours.

NL 801. Clinical: Psychiatric Nursing I. 3 Hours.
This practicum experience prepares students to perform comprehensive mental health assessments, determine Diagnostic Statistical Manual (DSM) diagnoses, and participate in treatment care planning, including the possible need for medication, medication management for clients, and alternative treatments. In conjunction with the didactic course, learning outcomes are designed to develop advanced mental health assessment skills. The course covers the processes of psychiatric history-taking, mental status examination, and biological and neurological assessment for clients throughout the lifespan. Prerequisite(s): NU 700 and NU 702 and NU 704 and NU 706 and NU 709.

NL 802C. Clinical: Family Health I. 3 Hours.
This practicum experience gives students an opportunity to provide primary care to adults of any age. In conjunction with the didactic course, the clinical explores relevant practice issues in the health care of adults and families. Primary focus is on the assessment of acute and chronic health problems experienced by this population, as well as health promotion/disease prevention activities. Students explore the interprofessional collaborative role in the clinical and analogous classroom settings. Prerequisite(s): NU 700 and NU 702 and NU 704 and NU 706.

NL 806C. Clinical: Family Health III. 3 Hours.
This is the culminating internship course in the program. The focus is on synthesizing the knowledge and clinical management skills from previous courses in preparation for the transition from graduate student to novice nurse practitioner. In conjunction with the didactic course, the emphasis is on the importance of integrating patient care by collaborating with other healthcare providers particularly in regard to improving patient safety and health outcomes. Prerequisite(s): NU 802 and NU 815 and NL802C and NL815C.

NL 810. Clinical:Psychiatric Nursing II. 3 Hours.
This practicum experience focuses on applying family interventions and therapy as well as individual interventions and psychotherapy in acute and chronic care settings. Emphasis on the psychiatric nurse practitioner's role in the delivery of mental health care for mentally ill individuals and families across the lifespan. In conjunction with the didactic course, students examine the theories relevant to family therapy and individual psychotherapy, as well as psychopharmacological and alternative treatments. Populations include children, adolescents, adults, and geriatric individuals. Prerequisite(s): NU 801 and NL 801.

NL 812. Clinical: Psychiatric Nursing III. 3 Hours.
This is the culminating internship course in the program. This practicum experience focuses on the psychiatric nurse practitioner's role in the delivery of primary mental health care across the lifespan. The advanced practice nursing student develops interventions and programs that reduce stressors and maximize mental health for individuals of all ages and communities. In conjunction with the didactic course, there is emphasis on promoting optimum mental health, preventing mental illness, health maintenance, and preventing new occurrences of mental illness. Students examine theories relevant to group therapy interventions and consultation, as well as psychopharmacological and alternative treatments. Prerequisite(s): NU 801 and NU 810 and NL802C and NL 810.

NL 814. Clinical:Psych Nursing III. 0 Hours.

NL 815. Women's Health NP - Final Practicum (352 Hours). 6 Hours.
Students will apply advanced knowledge of normal physiology, pathophysiology and psychosocial concepts to the care of women in an experiential setting, functioning in the women's health nurse practitioner role. The focus is on the synthesis of theory, knowledge and skills from previous courses. Prerequisite(s): NU 808 and NU 809 and NU 811 and NU 813.

NL 815C. Clinical: Family Health II. 3 Hours.
This practicum experience presents the family nurse practitioner student with precepted experiential learning in assessing, planning and managing women, infant, and child health from a primary care perspective. Particular emphasis is placed on the importance of collaborating with other health care professionals in order to achieve patient safety and optimal health outcomes. In conjunction with the didactic course, the student explores the theories and practice of healthcare for women, infants, and children within the context of the family. It also focuses on health promotion and acute or chronic illness which may be experienced particularly by these populations. Prerequisite(s): NU 802 and NL802C.

NL 816. Clinical: Psychiatric NP Internship/Practicum. 0 Hours.

NL 818. Family Psychiatric Nurse Practitioner Practicum. 1-3 Hour.
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.

NL 825C. Clinical: Adult-Gerontology Acute Care I. 3 Hours.
This practicum experience is designed to prepare the advanced practice nursing student to care for patients who are acutely and critically ill across the continuum of acute care services. In conjunction with the didactic course, knowledge obtained is applied within the clinical setting. Students gain strong diagnostic reasoning skills, and develop advanced nursing management and technology skills that are needed to care for acute, chronic and critically ill individuals and their families. Clinical settings include intensive care (cardiothoracic surgery, trauma, neurosurgery, medicine, and more), specialty services such as electrophysiology/heart failure, transplant, emergency medicine, and urgent care. Students obtain a spectrum of skills to provide care ranging from disease prevention to acute and critical care management in order to stabilize the patient's condition, prevent complications, restore health and/or provide palliative and end of life care. Prerequisite(s): NU 700 and NU 702 and NU 704 and NU 706.

NL 827C. Clinical: Adult-Gerontology Acute Care II. 3 Hours.
This internship prepares advanced practice nurses to care for patients who are acutely and critically ill across the continuum of acute care services. In conjunction with the didactic course, knowledge gained is applied and strengthened in the clinical setting. Student gain strong diagnostic reasoning skills, and develop advanced nursing management and technology skills that are needed to care for acute, chronic and critically ill individuals and their families. Clinical settings include intensive care (cardiothoracic surgery, trauma, neurosurgery, medicine, and more), specialty services such as electrophysiology/heart failure, transplant, emergency medicine, and urgent care. Students can be exposed to a spectrum of care ranging from disease prevention to acute and critical care management in order to stabilize the patient's condition, prevent complications, restore health and/or provide palliative and end of life care. Prerequisite(s): NU 825 and NL825C.

NL 828C. Clinical: Adult-Gerontology Acute Care III. 3 Hours.
This is the culminating internship course in the program. It prepares advanced practice nurses to care for patients who are acutely and critically ill across the continuum of acute care services. In conjunction with the didactic course, knowledge gained is applied in the clinical setting. From the placement, students gain strong diagnostic reasoning skills, and develop advanced nursing management and technology skills that are needed to care for acute, chronic and critically ill individuals and their families. Clinical settings include intensive care (cardiothoracic surgery, trauma, neurosurgery, medicine, and more), specialty services such as electrophysiology/heart failure, transplant, emergency medicine, and urgent care. The skills gained allow students to provide a spectrum of care ranging from disease prevention to acute and critical care management in order to stabilize the patient's condition, prevent complications, restore health and/or provide palliative and end of life care. Prerequisite(s): NU 825 and NU 827 and NL825C and NL827C.

NL 830. Clinical: Teach Learn Theories and Strategies in Nurse Ed. 0 Hours.
Clinical. Prerequisite(s): NU 700 and NU 704 and NU 706.

NL 832. Clinical: Curriculum Development in Nursing Education. 0 Hours.
Clinical. Prerequisite(s): NU 700 and NU 704 and NU 706 and NU 830.

NL 834. Clinical: Assessment and Evaluation in Nursing Education. 0 Hours.
Clinical. Prerequisite(s): NU 700 and NU 704 and NU 706 and NU 830 and NU 832.

NL 836. Clinical: Informatics and Technology in Nursing Education. 0 Hours.
Clinical. Prerequisite(s): NU 700 and NU 704 and NU 706 and NU 830 and NU 832 and NU 834.

NL 838. Internship/Clinical Practicum in Nursing Education. 0 Hours.
Clinical. Prerequisite(s): NU 700 and NU 704 and NU 706 and NU 830 and NU 832 and NU 834 and NU 836.

(NU) Nursing

Courses

NU 100. Historical Perspectives of Healthcare. 3 Hours.
The major focus of this course is on the past, present, and emerging roles and practices within United States healthcare within the context of U.S. social and political history. An interprofessional review of social determinants of health in care and wellness will be presented in context of perceptions and application to modern healthcare practices.

NU 208. Health Assessment. 4 Hours.
This course covers nursing assessment of the healthy adult. The student gathers subjective and objective data about a client's health status and performs a systematic physical assessment. The clinical laboratory setting is 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 210. Fundamentals of Nursing. 4 Hours.
The course prepares the beginning nursing student with the knowledge, skills, and attitudes (KSAs) to perform basic nursing assessment and clinical skills. Using the nursing process, the focus of the course is on patient safety using Quality and Safety Education for Nurses (QSEN) competencies and demonstrating knowledge of best practice basic clinical skills for adults. Prerequisite(s): SC 180 and SC 191 and SC 221 and SL 180 and SL 191 and SL 221.

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 and (MS 141 or MS 180 or MS 181).

NU 212. Introduction to Medical-Surgical Nursing. 3 Hours.
In this course students apply demonstrate competencies with respect to nursing interventions utilized throughout the lifespan. Students also enhance cognitive, psychomotor, affective, personal, and professional development. Skills learned in this course are applied clinically throughout the remainder of the curriculum. Students also demonstrate an awareness of diverse cultural beliefs and values in relation to the healthcare of others. Prerequisite(s): NU 210 and NL 210.

NU 214. Pharmacology. 2 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 lifespan. Actions, therapeutic uses, interactions and side effects of major drug classifications, as well as nursing responsibilities related to drug administration to patients across the lifespan are examined. Prerequisite(s): NU 210 and NL 210 and (MS 141 or MS 180 or MS 181 or MS 182).

NU 299. 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 315. Family Centered Care-Children. 2 Hours.
This course builds upon previous course work in social and natural sciences, humanities and nursing. It is designed to address issues related to health and illness experienced by children and their families in varying developmental stages. Students apply the nursing process, adaptation and family theories as a framework to assess, plan, implement and evaluate nursing strategies used to maintain health and to resolve illness related issues. Additionally, students integrate research findings to provide nursing care based on evidence. Prerequisite(s): NU 212 and NL 212 and NU 214 and NL 214 and PY 141.

NU 322. Medical Surgical Nursing I. 3 Hours.
The design of Medical Surgical Nursing I is to build knowledge, skills, and attitudes within the content area of medical-surgical nursing. Through simulation, clinical experiences and classroom activities, the student develops basic competency in management of clients with oxygenation, mobility, hematological/immunological, neurobiological, perfusion, or gastrointestinal needs. Prerequisite(s): NU 212 and NL 212 and NU 214 and NL 214.

NU 323. Medical Surgical Nursing II. 3 Hours.
The design of Medical Surgical Nursing II is to build knowledge, skills and attitudes within the content area of medical-surgical nursing. Through simulation, clinical experiences and classroom activities, the student develops basic competency in management of clients with complex medical needs including patients who have critical care needs, burns, shock, diabetes management, neurological issues and also patients with multiple chronic diseases. Prerequisite(s): NU 322 and NL 322.

NU 324. Family Centered Care - Women and Infants. 2 Hours.
The focus of this course is the childbearing family. Concepts related to pre-pregnancy, 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): NU 212 and NU 214 and NL 212 and NL 214 and PY 141.

NU 412. Population Focus - Community Health. 2 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 bio-psycho social stressors of the individual, family, group, and community and their adaptation to changes in the environment. Prerequisite(s): NU 322 and NU 323 and NL 322 and NL 323.

NU 422. Population Focus - Mental Health. 2 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 323 and NU 315 and NU 324 and NL 323 and NL 315 and NL 324.

NU 424. Adult / Family Health III. 3 Hours.
This course is the last of the adult health sequence. It is designed to integrate and expand previous learning, clinical and leadership experiences of the student. Students participate in scenarios that require them to critically analyze and apply research, theories and educational models of teaching/learning processes. Prerequisite(s): NU 322 and NU 323.

NU 425. Transition to Practice. 2 Hours.
This weekly seminar capstone class is for students graduating at the end of the semester. Students engage in an online NCLEX-RN preparation and participate in activities related to transition to practice. The seminar portion of the class affords students an opportunity to review information, discuss questions and challenges, and enhance their ability to successfully complete the NCLEX-RN exam and begin entry level nursing practice. Prerequisite(s): NU 323 and NU 315 and NU 324 and NL 323 and NL 315 and NL 324.

NU 426. Policy Leadership and Management in Nursing. 4 Hours.
This course provides a conceptual and practical basis for examining professional nursing leadership roles. Emphasis is placed on accountability in regulated systems, management of complex organizations, and principles of advocacy aimed at the promotion of health and quality health systems. Prerequisite(s): College Level=Senior.

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 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 441. Role Transition to Professional Nursing. 3 Hours.
This course examines the transition of the Registered Nurse (RN) to the professional role of pursing an advanced degree at the baccalaureate or graduate level. As the entry course for the Professional Component of the RN-to-BSN program, this immersive experience provides students with networking and mentoring opportunities with peers and faculty. Students also examine the nursing profession, historical foundations and current issues regarding the scope and roles of professional baccalaureate nursing practices. Critical thinking and interpersonal communication skills critical to professional practice are assessed through writing intensive assignments.

NU 442. Health Informatics & Technology. 3 Hours.
In this course, students explore the changing technology environment and its potential impact on the delivery of quality, safe patient care. The course combines knowledge of nursing, computers and health information in clinical decision-making and patient care outcomes. Overriding considerations will include: (a) technology's impact on nursing work flow, (b) legal and ethical considerations associated with select technology, and (c) the impact of technology on the changing role of the nurse. Prerequisite(s): NU 212 and NU 214 and NL 212 and NL 214.

NU 443. Quality Improvement in Healthcare Systems. 3 Hours.
In this course, students are introduced to the competencies and nursing leadership responsibilities related to, continuous quality improvement, including data analysis, clinical practice guidelines, and future of healthcare. Students apply: (a) quality improvement assessment tools and models within a healthcare system, (b) continuous quality improvement theory, (c) evidence-based practice, (d) performance improvement methods, (e) leadership skills, and (e) the development of team-based problem solving and resolution. Prerequisite(s): NU 212 and NU 214 and NL 212 and NL 214.

NU 444. BSN Capstone Practice (with 42 Practicum Hours). 3 Hours.
This is the culminating scholarly experience in the RN-to-BSN program of study. Students will focus on synthesis and integration of complex concepts relevant to their scope of practice, and leadership and management skills in complex organizational environments. Emphasis is placed on the application of leadership principles through an evidence-based capstone project. This course is offered in a hybrid format. Prerequisite(s): NU 441 and NU 442 and NU 443 and NU 706 and NU 710 and NU 740.

NU 445. Evidence Based Practice for the Professional Nurse. 3 Hours.
In this course, students address the role of research and evidence based practice in professional nursing practice. Theories, concepts and research methodologies are analyzed using case studies. Students create a final written paper on an evidence based practice topic. Emphasis is placed on inquiry as a tool to advance nursing knowledge and to promote evidence based practice for improved healthcare outcomes. This course has writing intensive assignments that require the student to write, critique, revise, critique, final revision. Prerequisite(s): (EH 105 or EH 124) and NU 212 and NU 214 and NL 212 and NL 214.

NU 446. Practice Science and Skills for the Professional Nurse. 3 Hours.
In this course, students integrate science and skills in pathophysiology, pharmacology, and nursing assessment address physiological adaptations, health promotion and disease prevention across the lifespan. The course helps the practicing nurse advance professional practice skills and develop increased ability in problem solving and clinical reasoning. Prerequisite(s): NU 441.

NU 447. Leadership Development for the Professional Nurse. 3 Hours.
This course assists students to create a vision for themselves as leaders in healthcare. Course content focuses on the evaluation of theory models and concepts with emphasis on leadership and transformation for application in healthcare. Students will address concepts related to administrative and leadership roles and competencies for care delivery in complex and rapidly changing health care environments. Prerequisite(s): NU 441.

NU 448. Interprof. Collaboration in Rural Pub. Hlth. for the Prof NU. 4 Hours.
This course introduces the concepts of interprofessional and intraprofessional education into the study of community and rural public health. Students are provided experiential learning opportunities with a focus on community and rural public health and health disparities locally, regionally, and nationally. Prerequisite(s): NU 441.

NU 449. Health Policy Issues and Challenges for the Prof. Nurse. 3 Hours.
This course is designed to provide students with an overview of the U.S. health care system, its components, and the policy challenges created by organizations and their impact on public health and the health care system. The use of sociopolitical and ethical frameworks are employed to define researchable policy questions, critically analyze policy issues and problems, articulate relevant policy options and bring research skills and data to help frame decision-making.

NU 455. Gerontological Nursing for the Professional Nurse. 3 Hours.
The course affords the practicing nurse an opportunity to develop knowledge, skills, and attitudes that will help in providing and coordinating health care for the older adult population. Content addresses the physical, emotional, psychosocial, and spiritual needs of the older adult. Using the nursing process, the focus on individual and caregiver issues are developed into nursing skills to promote healthy aging practice and policy. Students engage in experiential learning in this course.

NU 456. Interpretation of Electrocardiograms. 1 Hour.
This course builds upon students' knowledge of anatomy, physiology, chemistry, and the nursing process. It is designed to provide the knowledge required for the interpretation and treatment of various normal and abnormal cardiac rhythms. Prerequisite(s): NU 322.

NU 457. IV Therapy and Management. 2 Hours.
This course provides an overview of the scope of practice for nurses providing infusion therapy to clients. The course is designed to enable the student to identify the essential components of safe intravenous therapy. Concepts include, but are not limited to, ethical elements, legal aspects, documentation, infection prevention and safety compliance, equipment; vascular access insertion, care and maintenance; and infusion related complications. Prerequisite(s): NU 322.

NU 495. Capstone for the Professional Nurse. 4 Hours.
This is the culminating scholarly experience in the RN-to-BSN program of study. Students synthesize and integrate complex concepts relevant to their scope of practice, leadership, and management skills in organizational environments. Emphasis is placed on the application of leadership principles through an evidence-based capstone project.

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 is designed to provide an opportunity to analyze theoretical concepts, principles and processes from nursing and related disciplines to guide advanced clinical practice and role development. The importance of the role of the Advanced Practice Nurse in Interprofessional Collaboration is also explored. Emphasis is placed on the relevant historic, current and future practice issues inherent in the varied aspects of advanced practice nursing. The course also examines legislative issues and trends at both state and national levels, as they relate to the effective and appropriate role of advanced practice nurses within our 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. Advanced Pharmacotherapeutics. 3 Hours.
This course builds upon undergraduate understanding of pharmacological principles and agents by preparing students to evaluate and prescribe medications for common acute and chronic health problems seen in the primary care setting. Students examine the regulatory aspects of drug administration and prescription from the perspective of advanced nursing practice. The focal point of the class is on the development of clinical decision-making skills essential to safe and effective pharmacologic intervention. Current concepts in pharmacologic therapies as part of the treatment of commonly encountered health problems are stressed. The course also addresses the importance of collaboration between Advanced Practice Nurses and Pharmacy colleagues, particularly in regard to patient safety and treatment efficacy.

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.
The course is designed to enable the graduate nursing student to develop diagnostic reasoning skills and to utilize a regional approach to physical examination. Instruction builds upon the health assessment skills of the professional nurse's basic education program. Students perform complete physical exams, obtain health histories, and document findings. Students learn the importance of providing high-quality, culturally competent care, the process of developing a list of differential diagnoses, and appropriate ordering of diagnostics.

NU 705. Advanced Psychopharmacology. 3 Hours.
This course reviews the application of pharmacotherapeutic principles to psychiatric disorders across the lifespan. Major class of medications include antidepressants, mood stabilizers, psychostimulants, antipsychotic medications, anxiolytics and off label use. Students review in detail the indications, contraindications, side effects and adverse reactions and drug interactions. In addition, the course addresses the use of herbal remedies, homeopathy and diet. The course places special emphasis on the applications of psychopharmacology to clinical case studies across the lifespan, including children, adolescents, adults, and geriatric populations. Prerequisite(s): NU 700 and NU 702 and NU 706 and NU 707.

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 708. Socio-Cultural Perception of Addiction and Population Health. 3 Hours.
This course focuses on the impact of sociocultural factors on health, treatment, and communities. Global health systems will be studied to identify access, resources, and barriers within the framework of the sociocultural model. Emphasis will be on addictions and the disease process, epidemiology, options for treatment, and medication assisted treatment. Other topics will include interprofessional collaboration, rural healthcare, and special populations.

NU 709. Diagnosis & Pharmacologic Management of Psychiatric Illness. 3 Hours.
This course furthers the Psychiatric Mental Health Nurse Practitioner's knowledge of pathophysiology and pharmacology with an emphasis on psychiatric illness. It covers brain functioning and mechanisms of neurotransmission, genetics, the effects of other body systems such as the endocrine and immune systems, temperament, and the environment across the lifespan. Students also review the application of pharmacotherapeutic principles to psychiatric disorders across the lifespan. Prerequisite(s): NU 702.

NU 710. Advanced Evidence Based Practice. 3 Hours.
This course provides a foundational overview of Evidence-Based Practice (EBP) for health care professionals. Students acquire an understanding of research design principles for the purpose of implementing EBP to address real world clinical issues. Content focuses on articulating EBP questions, undertaking systematic searches of the academic research literature, and critical appraisal of evidence to inform clinical decisions and practice. The objective is for students to embrace evidence based protocol for the translation of best available evidence that improves the health of individuals, groups and populations. Prerequisite(s): NU 801 and NU 802 and NL 801 and NL 802.

NU 711. Patho/Pharm/Physical Assessment of Advanced Practice. 3 Hours.
This course provides the essential knowledge required to obtain a comprehensive health assessment across the lifespan. Physiologic effects and clinical manifestations of specific diseases, as well as pharmacotherapeutic agents used to treat or affect health status are integrated to provide support of clinical decision making.

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 801. Family Psychiatric Nursing I - Adv Mental Health Assessment. 3 Hours.
This course develops advanced mental health assessment skills. It covers the processes of psychiatric history-taking, mental status examination, and biological and neurological assessment for clients throughout the lifespan. Students prepared to use the Diagnostic Statistical Manual (DSM). In the corresponding practicum experience, students perform comprehensive mental health assessments, determine DSM diagnoses, and participate in treatment care planning, including the possible need for medication, medication management for clients, and alternative treatments. Prerequisite(s): NU 700 and NU 702 and NU 704 and NU 709 and NU 706.

NU 802. Family Health I -- Adult-Gero Health. 3 Hours.
This course explores relevant practice issues in the health care of adults and families. Primary focus is on the assessment of acute and chronic health problems experienced by this population, as well as health promotion/disease prevention activities. The corresponding precepted internship experience gives students an opportunity to provide primary care to adults of any age. Students further explore the interprofessional collaborative role in the classroom and analogous clinical setting. Prerequisite(s): NU 700 and NU 702 and NU 704 and NU 706.

NU 806. Family Health III -- Integrating Primary Care. 3 Hours.
This is the culminating course in the program. The focus is on synthesizing the knowledge and clinical management skills from previous courses in preparation for the transition from graduate student to novice nurse practitioner. The course emphasizes the importance of integrating patient care by collaborating with other healthcare providers particularly in regard to improving patient safety and health outcomes. Students explore both clinical and non-clinical issues frequently noted in primary care. At the same time, students become familiar with the newest clinical guidelines for disorders most commonly seen in primary care. Prerequisite(s): NU 802 and NU 815.

NU 807. Family Health II -- Pediatrics (45 Internship Hours). 3 Hours.
This course explores the theories and practice of health care for children, from infancy through adolescence, within a context of family health care. It focuses on health promotion and acute and chronic illness conditions experienced by childbearing and child-rearing families. This course also emphasizes health-illness issues experienced by members in this group in underserved rural and urban areas. The clinical practicum presents the advanced practice nursing student with experience in assessing, planning, and managing care for families in these age groups at a variety of clinical sites. Opportunities are available in both the classroom and clinical setting to further explore the roles inherent to the advanced practice nurse. Prerequisite(s): NU 700 and NU 702 and NU 704 and NU 706.

NU 808. Family Health III -- Women's Health (135 Internship Hours). 6 Hours.
This course explores the theories and practice of healthcare for women within the context of the family. It also focuses on health promotion and acute or chronic illness that may be experienced particularly by childbearing families. The internship will present the family nurse practitioner student with precepted experiential learning in assessing, planning and managing women's health from a primary care perspective. Particular emphasis will be placed on the importance of collaborating with other health care professionals in order to achieve patient safety and optimal health outcomes. Prerequisite(s): NU 700 and 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. Family Psychiatric Nursing II -Across the Lifespan. 3 Hours.
This course focuses on the psychiatric nurse practitioner's role in the delivery of mental health care for mentally ill individuals and families across the lifespan. Students examine the theories relevant to family therapy and individual psychotherapy, as well as psychopharmacological and alternative treatments. The corresponding practicum experience focuses on student application of family interventions and therapy as well as individual interventions and psychotherapy in acute and chronic care settings. Populations include children, adolescents, adults, and geriatric individuals. Prerequisite(s): NU 801 and NL 801.

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. Family Psychiatric Nursing III-Psychiatric Nursing w/Groups. 3 Hours.
This culminating course focuses on the psychiatric nurse practitioner's role in the delivery of primary mental health care across the lifespan. The course emphasizes promoting optimum mental health, preventing mental illness, health maintenance, and preventing new occurrences of mental illness. Students examine theories relevant to group therapy interventions and consultation, as well as psychopharmacological and alternative treatments. The advanced practice nursing student develops interventions and programs that reduce stressors and maximize mental health for individuals of all ages and communities. Prerequisite(s): NU 801 and NU 810 and NL 801 and NL 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. Family Psychiatric Nursing III (210 Clinical Hours). 6 Hours.
In this course, the psychiatric nurse practitioner's role is further developed as the learner integrates psychiatric theory and practice skills while intervening with the chronic mentally ill in rural settings. Emphasis is on integration of psychotherapeutic, pharmacological, alternative therapeutic approaches, including crisis intervention and case management. During the practicum experiences, students coordinate care and advocate for special populations of individuals, families, and groups across the lifespan. Prerequisite(s): NU 812.

NU 815. Fam Hlth II—Fam Centered Care of Women, Infants & Children. 3 Hours.
This course explores the theories and practice of healthcare for women, infants, and children within the context of the family. It also focuses on health promotion and acute or chronic illness which may be experienced particularly by these populations. The corresponding clinical course presents the family nurse practitioner student with precepted experiential learning in assessing, planning and managing women, infant, and child health from a primary care perspective. Particular emphasis is placed on the importance of collaborating with other health care professionals in order to achieve patient safety and optimal health outcomes. Prerequisite(s): NU 802 and NL802C.

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 821. Strategy & Analysis of Organizational Process. 3 Hours.
This course focuses on the role of leaders in complex healthcare organizations. The student examines theories and processes for conflict resolution, negotiation skills, operations management, and strategic planning across the continuum of care in healthcare organizations. Topics of study include informatics, legal issues, organizational management, and healthcare economics. The graduate healthcare professions student is prepared to lead change in healthcare systems to improve outcomes.

NU 825. Adult-Gerontology Acute Care I. 3 Hours.
This on-line, didactic course is designed for the practicing nurse practitioner who seeks to gain additional knowledge and skills related to the care of adult gerontology and acutely ill patients, with a specific focus on chronic disease. Particular focus is placed on specific issues related to the older adult such as cardiac, pulmonary, neurologic, renal, gastrointestinal, psychiatric, and infectious disease. Additionally, the course will highlight immune dysfunction and rheumatologic disorders, hematology and oncology, along with other issues specific to the older adult. This course examines the epidemiologic, assessment, diagnostic, management and evaluation of chronically ill adults across the age spectrum. An emphasis on evidence-based practice, and medical management including pharmacologic and non-pharmacologic modalities is also discussed. In combination with the corresponding clinical course, the adult-geri acute care nurse practitioner student is prepared to build a strong foundation in the management of chronic disease, to be able to assess, diagnose, and treat adult and geriatric unstable chronic health conditions in the acute care environment. Prerequisite(s): NU 700 and NU 702 and NU 704 and NU 706.

NU 827. Adult-Gerontology Acute Care II. 3 Hours.
This on-line, didactic course further develops the knowledge and clinical skill set related to the diagnosis, treatment, and evaluation of adult and geriatric patients with episodic and chronic health conditions in the acute care environment. Emphasis is placed on the formation and evaluation of evidence-based plans of care for both acute and chronic multisystem disorders in adult and geriatric patients. Particular focus is on critical care pharmacological treatments, hemodynamics and vascular access, cardiac emergencies, respiratory failure, mechanical ventilation, nervous system disorders, and the management of acute psychiatric patients. In combination with the corresponding clinical course, the interdisciplinary collaborative approach to the medical management of patients is emphasized. Prerequisite(s): NU 825 and NL825C.

NU 828. Adult-Gerontology Acute Care III. 3 Hours.
This on-line, culminating didactic course further develops the knowledge and clinical skill set related to the diagnosis, treatment, and evaluation of adult and geriatric patients with episodic and chronic health conditions in the acute care environment. Emphasis is placed on the formation and evaluation of evidence-based plans of care for both acute and chronic multisystem disorders in adult and geriatric patients. Particular focus is on nephrology, endocrine, acid-base disorders, gastrointestinal disorders, nutrition and metabolism, surgical and trauma guidelines, and infectious disease in the critical care setting. In combination with the corresponding clinical course, there is continued emphasis on the interdisciplinary and collaborative team approach to patient care. Prerequisite(s): NU 825 and NU 827 and NL825C and NL827C.

NU 830. Theories and Strategies of Teaching and Learning. 3 Hours.
This course explores the design, development, and implementation of theoretical foundations and strategies of teaching and learning in healthcare and educational environments that will promote effective and efficient healthcare delivery.

NU 832. Curriculum Development. 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.

NU 834. Assessment and Evaluation. 3 Hours.
This course introduces learning evaluation concepts, including test and measurement, at the didactic, clinical, and programmatic levels. Course content includes 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 835. Curriculum Development, Assessment and Evaluation. 3 Hours.
This course focuses on curriculum development, assessment, and evaluation which reflect contemporary health care trends. It also prepares graduates to function effectively within the context of continuously evolving nursing, healthcare and educational systems.

NU 836. Healthcare Informatics and Technology. 3 Hours.
This course explores health care informatics. Students apply computer technology principles to the management of individuals, groups, and/or organizations in the role of health systems leader, educator, and/or clinical informatist. Emphasis is on becoming knowledgeable and competent with available resources useful in patient care and educational settings. Students also develop additional skills using a variety of software applications.

NU 838. Internship/Clinical Practicum. 4 Hours.
This course synthesizes educational theories, research, and strategies in applying the roles of the educator in teaching clients, students, and/or care providers. It addresses administrative and leadership roles and competencies for care delivery in complex and rapidly changing health care environments. Selected educational settings provide opportunities to practice the roles of the educator under guidance of qualified preceptors. This internship / practicum includes 90 clinical hours in an educational setting and 90 clinical hours in a leadership setting.

NU 840. Graduate Nursing Capstone. 3 Hours.
This is the culminating scholarly experience in the master's program. Through this experience, graduate nursing students demonstrate mastery of a particular subject area in their specialty track by developing a scholarly project, including an evidence-based review of that topic. The scholarly project is based on the current information used by the American Association of Colleges of Nursing's Position Statement on Defining Scholarship for the the Discipline of Nursing, which includes significance to the profession, creativity, documentation, replication, and peer review. The course allows students to develop a scholarly project in close advisement with a faculty mentor(s) and to present that scholarship through a formal presentation, submitted paper, and/or a manuscript for publication or professional presentation. Prerequisite(s): NU 710.

(OT) Occupational Therapy

Courses

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. Prin of Human Movement Factors & Occupational Performance. 3 Hours.
This course provides students with foundational knowledge in the neuromusculoskeletal and movement-related functions of the human body. Students will learn and apply kinesiological and biomechanical principles underlying person-centered occupational performance and engagement. They will develop the basic ability to assess and analyze the client factors which are fundamental to the performance of meaningful occupation. The role of reflexes and other involuntary movement reactions will be covered as well as an introduction to the basic concepts of motor control. Laboratory sessions will stress motor evaluations, treatment planning, wheelchair assessment, transfers, movement analysis, 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 320. Occupational Analysis. 2 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. Theory & Assessment I. 3 Hours.
This is the first of a two-course series integrating occupational therapy theory with assessment. Students will be introduced to the theoretical foundations of occupational therapy, including the Occupational Therapy Practice Framework, the importance of the history and philosophical base of the profession, and the process of theory development. An overview of client-centered theories will provide a foundational base for occupational engagement. It will also introduce core concepts of evaluation and assessment as well as the evaluation process. The link between theory and assessment will be reinforced by applying a model of practice and the associated assessment tools to a client story, thereby integrating theory and assessment in a clinically meaningful context.

OT 322. Professional Foundations of Occupational Therapy. 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. Theory & Assessment II. 4 Hours.
This is the second of a two-course series integrating occupational therapy theory with assessment. In this course, students will analyze selected culturally relevant, client-centered, occupation and performance-based models. The models are applied to clinical stories representing life span development and varied contexts. Students are also exposed to multiple assessment tools associated with each model to reinforce the link between theory, evaluation and occupational engagement. The course teaches students to engage in the process of using novel assessment tools and clinical reasoning for the evaluation process and corresponding documentation. Prerequisite(s): OT 321.

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. 4 Hours.
This course provides students with in-depth understanding of the neuroanatomy and neurophysiology of the central and peripheral nervous systems. Special emphasis is placed on mental functions, sensory functions, pain and the motor system as they contribute to occupational performance. Student's understanding is supplemented with learning activities that include cadaver dissection. Prerequisite(s): (SC 221 and SC 222 and SL 221 and SL 222) or ((College Level=Grad Freshman or College Level=Grad Sophomore or College Level=Grad Junior or College Level=Grad Senior) and Major=MS Occupational Therapy).

OT 333. Clinical Integration: Neurological Conditions. 1 Hour.
This course provides students with an introduction to neurological clinical conditions that impact participation in meaningful occupations. The content aligns with topics covered in OT 331 and must be taken concurrently with that course.

OT 361. Professional Integration A: Advocacy and Social Context. 1 Hour.
This is the first of three professional integration courses. In this course, students demonstrate novice-level application and integration of didactic concepts that they have learned in the classroom in a clinical or community setting. They apply knowledge and skills from entry level foundation courses to promote awareness of and advocate for access to Occupational Therapy services. There is an emphasis on awareness of the impact of social, cultural and political factors on occupational engagement and meaningful participation. Prerequisite(s): OT 322.

OT 380. Integrative Health I: Wellness. 2 Hours.
This is the first of two courses on integrative health, which considers the dynamic interaction between mind, body, spirit and community. This course introduces the concepts of wellness, health promotion, prevention, and spirituality and their contributions to well-being and occupational engagement. This content is addressed in part through self-reflection as students explore and apply evidence-based approaches of wellness to themselves. Students will develop increased awareness of their own values and beliefs and how they may interact, influence and contribute to health and wellness. Prerequisite(s): OT 322.

OT 413. Children & Youth I. 4 Hours.
This is the first of two courses covering the foundations of contemporary, ethical family-centered occupational therapy practice for children and youth. This semester has an emphasis on infants and young children and their families. Students apply theoretical concepts from developmental and occupation based models to understand the impact of client factors on occupational engagement and performance. Client-centered assessments and outcome measures, used in practice with children and families are explored. Evidence-based clinical reasoning is emphasized as students develop meaningful interventions and identify outcomes in support of occupational engagement in a variety of contexts and environments. Finally, students understand the implications of legislative mandates, role delineation, and the importance of documentation on contemporary practice. Prerequisite(s): OT 321 and OT 323.

OT 414. Children & Youth II. 4 Hours.
This is the second of two 4 courses covering the foundations of contemporary ethical family-centered occupational therapy practice for children and youth. This course focuses on young children through the period of youth and adolescence as well as their families. Students apply theoretical concepts from developmental and occupation based models to understand the impact of client factors on occupational engagement and performance. The course utilizes client-centered assessments and outcome measures used in clinical pediatric practice. It also emphasizes critical thinking as students develop meaningful interventions and identify outcomes in a range of contexts and environments in support of occupational engagement. Finally, the class explores the implications of legislative mandates, role delineation, and the importance of documentation on contemporary practice. Prerequisite(s): OT 413.

OT 440. Mental Health I. 4 Hours.
This course examines the psychological and social aspects of mental health functioning as it impacts occupational performance. Students investigate the continuum of health and recovery with an emphasis on supporting client's successful engagement in meaningful roles and occupations across practice areas, client populations, contexts and environments. Client-centered evaluation and intervention emphasize practical application of theoretical concepts, while evidenced-based critical thinking guides clinical reasoning and decision-making throughout the course. Prerequisite(s): OT 330 and OT 331.

OT 441. Mental Health II. 3 Hours.
This course will focus on approaches to group intervention emphasizing meaningful occupational-based participation to support engagement in a variety of contexts and environments. Included are techniques for starting, maintaining, and terminating groups, ways to capitalize on the therapeutic advantages that groups offer, and exploration of group dynamics and leadership skills. Students use principles of needs assessment, group intervention planning and implementation, along with theory and research evidence, to design and co-lead client-centered occupation based groups with children, adults and older adults. Prerequisite(s): OT 440.

OT 449. Rehabilitation & Participation I. 4 Hours.
This course uses clinical reasoning to examine adult clinical conditions and their impact on occupational engagement. It includes evaluation and intervention focusing on occupational performance and meaningful participation. There is an emphasis on evidence-based, client-centered contemporary best practice. The laboratory portion of the course includes active learning and opportunities to apply entry level practice skills. Prerequisite(s): OT 300 and OT 330 and OT 331.

OT 450. Rehabilitation and Participation II. 4 Hours.
This course continues the study of adult clinical conditions and their impact on occupational engagement. Clinical reasoning is used to inform emerging critical thinking. Students have the opportunity to experience and practice evidence based intervention strategies to enhance occupational performance and meaningful participation. The laboratories focus on developing analysis and beginning synthesis of entry level practice skills. Prerequisite(s): OT 449 and OT 330 and OT 331.

OT 452. Context and Environment. 3 Hours.
In this course, students explore the impact of the physical and social conditions of the client on occupational therapy engagement. Students are also given an opportunity to explore the relationship between socio-cultural forces and the physical environment as well as their impact on meaningful participation for individuals with disabilities. Interventions include a wide range of assistive technologies (AT) and environmental adaptations that allow a person to function more fully. Finally students have the opportunity to identify social and environmental barriers to inclusion in the community and identify strategies to transform these barriers through the application of leadership principles. Prerequisite(s): OT 449.

OT 460. Professional Integration B: Communication, Edu & Learning. 1 Hour.
This is the second of three professional integration courses. In this course students demonstrate emerging application and integration of classroom didactic concepts in a clinical or community setting. Students also apply knowledge and skills from entry-level practice courses to promote occupational engagement within and across diverse contexts and environments with an emphasis on communication, instructional teaching methods and leadership. Prerequisite(s): OT 361.

OT 461. Professional Integration C: Professional Resp & Leadership. 1 Hour.
This is the third of three professional integration courses. In this course, students demonstrate advanced-beginner application and integration of classroom didactic concepts in a clinical or community setting. Students also apply emerging clinical reasoning and skills from practice courses to promote occupational engagement within and across diverse contexts and environments. The course emphasizes roles and responsibilities related to the development of personal and professional leadership. Prerequisite(s): OT 460.

OT 470. Research & Evidence-based Practice I. 3 Hours.
This is the first in a three course series that will use research to foster evidence-based critical thinking and clinical reasoning. This course will focus on critical analysis of quantitative and qualitative research literature with the goal of guiding students to become informed consumers of research to guide their clinic practice. The contribution of research to the continued development of a professional body of knowledge will be emphasized. Experience locating and evaluating literature, developing a research question, and proposing an appropriate sample, research design, measurement and data analysis will reinforce development of the skills necessary to translate evidence to practice in the clinic. Prerequisite(s): (MS 132 and SC 224) or (College Level=Grad Freshman or College Level=Grad Sophomore or College Level=Grad Junior or College Level=Grad Senior).

OT 471. Research & Evidence-based Practice II. 3 Hours.
This is the second in a three course series that will use research to foster evidence-based critical thinking and clinical reasoning. This course will build on the process of developing informed consumers of research through experiential engagement in the research process and implementation of a research methodology. Prerequisite(s): OT 470.

OT 472. Seminar: Research & Evidence-based Practice III. 3 Hours.
This is the third in a three course series that uses research to foster evidence-based critical thinking and clinical reasoning. Building on the project from the previous semester, students prepare a professional written report in a formal scientific oral presentation of findings or outcome. The importance of research to building a professional body of knowledge is revisited as students are required to highlight the application of their findings to occupational therapy. Furthermore the clinical application of their findings reinforce the use of evidence to guide clinical thinking and reasoning. Prerequisite(s): OT 471.

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 559. Occupational Therapy Professional Leadership and Business. 1 Hour.
This course provides a general overview of delivering occupational therapy services emphasizing professional business leadership as well as the business aspects of occupational therapy practice and program management. Students identify strategies to improve outcomes and demonstrate understanding of personnel supervision, contractual services, and the regulatory environment. This is a 7-week online format course, with asynchronous instruction, discussions, and assignments. Prerequisite(s): OT 361.

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 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 414 and OT 441 and OT 450 and OT 461.

OT 562. Level Two Fieldwork IIB. 6 Hours.
The goal of Level II Fieldwork is to further develop competent, entry-level, generalist occupational therapists under the supervision of a qualified practitioner. In this second Level II Fieldwork course, students have the opportunity to integrate advanced didactic content with knowledge and skills from previous fieldwork experiences. This final clinical experience requires students to demonstrate evidence-based clinical reasoning and emerging critical thinking, while emphasizing occupational engagement in the context of an in-depth occupational therapy service provision experience. Prerequisite(s): OT 580 and OT 581 and OT 582.

OT 563. Clinical Integration: Research and Evidence-based Practice. 1 Hour.
This course provides an opportunity for students to process and integrate evidence-based critical thinking and reasoning with clinical experience. Students demonstrate self-reflection regarding their own professional and personal growth over the course of their academic and clinical professional preparation. The course revisits concepts related to healthcare leadership skills and values. It also as reinforces supports to facilitate the transition to entry-level clinical practitioner and scholar. Prerequisite(s): OT 561 and OT 562.

OT 570. Seminar: Research & Evidence-based Practice III. 3 Hours.
This is the third in a three course series that will use research to foster evidence-based critical thinking and clinical reasoning. Building on the project from the previous semester students will prepare a professional written report and a formal scientific oral presentation of findings or outcome. The importance of research to building a professional body of knowledge will be revisited as students are required to highlight the application of their findings to occupational therapy. Furthermore the clinical application of their findings will reinforce the use of evidence to guide clinical thinking and reasoning. Prerequisite(s): OT 471.

OT 580. Integrative Health II: Spirituality. 2 Hours.
This is the second of two courses focusing on integrative health, which considers the dynamic interaction between mind, body, spirit and community. This course expands on concepts of wellness and spirituality previously introduced and also integrates the contribution of culture to well-being and occupational engagement. Students develop increased awareness of the influence of patients' values, beliefs, culture, and spiritual traditions on healthcare practices. There is an emphasis on the interplay between integrative health, well-being, quality of life and meaningful participation. Prerequisite(s): OT 380.

OT 581. Upper Extremity: Research and Evidence-Based Practice. 3 Hours.
This course explores common upper extremity/hand injuries and evidence-based treatment interventions in support of client engagement in meaningful occupations. It involves a review of anatomy, clinical evaluation of the upper extremity/hand, and intervention appropriate to each injury. Through a combination of lecture and active experiential learning with a strong emphasis on participation, discussion, and problem solving, students develop critical thinking and clinical reasoning. Students are also expected to identify, palpate and perform learned techniques on each other and demonstrate competency and mastery of content. This course emphasizes hands-on participation with demonstrations of proficiencies in manual muscle, range of motion, and provocative testing. Prerequisite(s): OT 330 and OT 449 and OT 450.

OT 582. Neurorehabilitation: Research & Evidence-Based Practice. 3 Hours.
This course explores the impact of central and peripheral neurologically based conditions on performance skills supporting occupational engagement. Students examine both formal and informal assessments used in the evaluation of cognitive, perceptual, communication, and motor dysfunction. The course covers evidence based interventions and rehabilitative approaches for working with clients who have experienced neurologically based conditions. Integration of previous foundation content with intervention content require students to demonstrate emerging critical thinking and clinical reasoning. Students engage in learning activities including lecture, group activities, role playing, and experiential learning. Prerequisite(s): OT 331 and OT 449 and OT 450.

OT 583. Work & Industry: Research and Evidence-Based Practice. 3 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. The course puts a strong emphasis on the use of narratives, or patient stories, in the belief that care of the sick and disabled unfolds in stories, and the effective practice of healthcare requires the ability to recognize, absorb, interpret, and act on the stories and experiences of others, and occupational therapy practiced with narrative competence is a model for humane and effective treatment. 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) Portfolio Assessment

Courses

PA 100. Portfolio Assessment. 3 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.

(PH) Philosophy

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 112. Professional Ethics. 3 Hours.
This course introduces students to professional ethics, the study of morality and responsibilities pertaining to professional life. Students will be introduced to the meaning and history of the term "profession" and what values distinguish it from other forms of paid work. They will be introduced to general philosophical ethics and then learn to apply those principles to cases and controversies that are common to all professions and, more specifically, to the profession of their own choosing.

PH 199. 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 203. Early Western Thought. 3 Hours.
This course focuses on the classic thinkers and schools of thought in early Western philosophy, including Plato, Aristotle, Epicureanism, Skepticism, and Stoicism. Explorations of these texts and traditions help students understand how the critical questioning done by these early thinkers still shape our conversations today about the nature of existence, truth and beauty, and the meaning of life in the face of death.

PH 204. Introduction to Asian Philosophy. 3 Hours.
This course examines the philosophical sources of Asian philosophy and religion with a focus on Hinduism, Buddhism, Confucianism, Taoism, and Shintoism. Through studying these sources, students develop a more full understanding of the foundations of Asian philosophy, as well as how it manifests itself in the contemporary practices of meditation and mindfulness.

PH 220. Environmental Philosophy. 3 Hours.
This course covers critical theories about the relationships and moral responsibilities of humans to their environments. Students explore questions such as: What is Nature? What is the environment? Does it have rights, especially in an age of climate change, habitat destruction, mass extinction, and global pollution? Both Western and non-Western philosophical approaches are considered.

PH 221. Bioethics. 3 Hours.
This course explores the philosophical questions and ethical concerns that arise in the contexts and practice of healthcare, medical science, biotechnology, and human research. Students use foundational philosophical traditions as well as mid-level principles in applied ethics as they consider a range of contemporary bioethical issues that arise in the beginning and end of life, genetic and reproductive technology, and the just distribution of healthcare resources.

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 261. What Matters? Existentialism and Its Discontents. 3 Hours.
This class traces the source of existential ideas—the ideas which ask questions such as, who am I?, what am I to do?, and why is there something instead of nothing?—and examine how they impact our lives today. Existential philosophy is the fundamental philosophy of our time, and raises questions surrounding ethics and authenticity, as well as ideas surrounding the good life. Students in this class read both the philosophy of existentialism as well as a selection of its most famous literature.

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) Paralegal

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. Legal Studies Capstone. 3 Hours.
This capstone course provides students with an opportunity to engage in advanced analysis, research and writing projects, integrating prior course work and further developing paralegal skills. Students will prepare a portfolio of documents, essays and projects that demonstrate core competencies. Job search strategies and continuing education opportunities will be discussed. Students will prepare for and complete a comprehensive, substantive assessment after review of various content areas. Prerequisite(s): (PL 100 or Major=BS English - Prelaw) and PL 203 and PL 205.

PL 498. Paralegal Internship. 1-9 Hour.
In this course, students intern in a professional setting performing work that requires legal knowledge and develops skills in problem identification, analysis, and critical thinking. Evaluation is provided by the internship supervisor and the professional from the work setting. This is a 120 hour internships that provides students with a real life experience in law while earning 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.

(PS) Pharmaceutical Science

Courses

PS 501. Graduate Seminar I. 1 Hour.
This course provides students with an introductory experience to graduate-level presentations of scientific information. Students attend a series of presentations by external speakers selected for their research activities along with presentations by departmental faculty and graduate students. From these presentations, students identify different elements that are essential for an effective presentation of data. Students apply these observed techniques in a journal club setting.

PS 502. Graduate Seminar II. 4 Hours.
This course provides students with an intermediate experience to graduate-level presentations of scientific information. Students attend a series of presentations by external speakers selected for their research activities along with presentations by departmental faculty and other graduate students. Each student will develop an abbreviated presentation on a topic related to their thesis project for presentation to departmental faculty and students. Prerequisite(s): PS 501.

PS 511. Scientific Writing & Responsible Conduct of Research (RCR). 1 Hour.
This course provides students with an understanding of key concepts that make for effective written communication by scientists with a focus on journal articles. Literature searching and elements of scientific publications and their formatting expectations are covered. Topics on authorship allocation, plagiarism and financial conflict of interest are discussed within the broader context of the responsible conduct of research. This course fulfills the requirements of the National Science Foundation and National Institutes of Health with regard to RCR training for graduate students.

PS 512. Pharmacologic Research Methods. 3 Hours.
The goal of this course is to provide students an opportunity to learn about research methods that are commonly used in Pharmacology. The course will survey a variety of methods, with a focus on understanding how each technique is performed, as well as the underlying scientific principles. While many of these methods are not unique to pharmacology, pharmacologic principles will be emphasized as they are discussed. The laboratory component of the course will provide students with practical experience in conducting pharmacologic research. Students will also receive an orientation to the research laboratories at Husson University and will be exposed to a variety of research topics.

PS 520. Applied Biostatistics & Research Design. 3 Hours.
This course will provide a graduate level discussion of appropriate statistical methods for analyzing different types of data generated by in vitro and in vivo pharmacology studies. The course will survey studies with different hypotheses and study designs. Mock data sets will be made available to the students for hands-on analysis. Analysis will be via simple statistical packages (e.g., Excel) and advanced statistical packages (e.g., SPSS). The course will involve approximately 2 hours per week of information presentation/discussion, and 2 to 3 hours per week of hands-on data analysis and interpretation. Prerequisite(s): RX 411.

PS 521. Graduate Pharmacodynamics I. 4 Hours.
This course will provide an in-depth survey of pharmacology & toxicology at the graduate level with particular coverage of drugs affecting the peripheral and central nervous systems, treatment of inflammatory states, agents that influence water and ion conservation, antibiotics & anti-viral agents, and agents used to treat cardiovascular disease. Selected topics of importance for understanding the SAR of agents in each class will also be discussed. Prerequisite(s): RX 302.

PS 522. Graduate Pharmacodynamics II. 4 Hours.
This course is a continuation of PS 521 with coverage of drugs in the areas of behavioral & neurological diseases, chemotherapeutic agents used against neoplasm, dermatologic preparations, endocrinology, bone and gastrointestinal agents, ophthalmic drugs, and respiratory drugs. Prerequisite(s): PS 521.

PS 599. Topic/. 1-6 Hour.
This course of variable content will provide students with the opportunity to explore selected topics in Pharmaceutical Science.

PS 620. Molecular and Cellular Toxicology. 3 Hours.
This course provides students with an in-depth coverage of toxicological mechanisms including toxicogenomics and molecular toxicology. It focuses on various ways to identify toxicity, specific testing paradigms, and federal regulations governing the field. Specific classes of xenobiotics that affect major organ systems are also covered. Student must have completed a general biochemistry course at the 300 level or higher and an introductory course in pharmacology at the 300 level or higher.

(PT) Physical Therapy

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.
The first full-time clinical experience for Husson School of Physical Therapy students is an eight week full-time basic skills course, typically scheduled in the summer following the first professional year. This course is designed to provide the student with guided experience in the affective skills of clinical practice, including adherence to ethical and legal standards of practice, cultural competence, Interprofessional and patient/practitioner communication, and professional conduct, and demeanor. Students participate in the examination, evaluation, and diagnosis/prognosis elements of care, including taking a patient history, simple musculoskeletal and functional assessment, and the development of a simple plan of care, all with the guidance of the clinical instructor. The application of basic interventions, including modalities, therapeutic exercise, soft tissue and joint mobilizations, and functional training is also accomplished under the guidance of the clinical instructor. This first clinical experience provides the student with opportunities to teach utilizing adult learning methods, to practice communication skills in a variety of professional environments, to supervise and direct responsibilities to aides and physical therapist assistants, to engage in problem-solving and clinical decision making under the supervision of the clinical instructor, and to be exposed to the management of outcomes data and fiscal management. The students have not yet acquired the clinical skills or the experience for the management of complex medical situations. Prerequisite(s): PT 413.

PT 409. Evidence Based Practice. 1 Hour.
This course provides a foundation in evidenced-based practice (EBP) for physical therapists. The course addresses the five steps necessary for implementing EBP. asking a clinical question, searching the literature, critically appraising the literature, applying evidence and evaluating outcomes. The course uses practical examples in rehabilitation literature. It includes lecture and small group learning activities.

PT 410. Gross Anatomy. 4 Hours.
In this course, students engage in an in-depth study of gross anatomy with an emphasis on muscular, skeletal, neural, and vascular structures and systems. The course content gives 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.
This course provides a comprehensive study of human movement with an emphasis on biomechanical and kinesiological concepts of normal and pathological movement of the body. The course includes lecture and laboratory components that integrate fundamental mechanical and kinesiological principles in the analysis of joint and limb motion and whole-body movement. The course builds on anatomical knowledge to give students an in-depth appreciation of how human movement emerges as a function of the biomechanical and kinesiological constraints imposed by the structure and function of the body with a special emphasis on the analysis of the gait and posture action systems. Prerequisite(s): PT 410.

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 413. Therapeutic Skills. 4 Hours.
This course is designed to introduce students to the assessment and treatment techniques integral to the practice of physical therapy. Students learn 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. Students explore proper body mechanics, safety procedures, patient approach, and therapeutic massage techniques, goniometry, manual muscle testing, quadrant scanning, and therapeutic exercise of the trunk and extremities.

PT 414. Biophysical Agents. 3 Hours.
This course is designed to introduce the students to the scientific and clinical principles involved in the use of biophysical 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. Students also explore the physics, physiology, and clinical aspects of commonly used modalities. The goals of this course are for the student to understand indications and contraindications and theoretical and scientific background information for each modality as well as be exposed to current scientific evidence concerning each modality. The overarching goal of this course is for the student to develop the knowledge and skills to be able to select, and safely and effectively apply the above modalities to patients under the guidance of clinical instructors, during clinical education experiences where modality use is consistent with the practice setting.

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 419. Development Across the Lifespan. 3 Hours.
This 3-credit course presents the relationship of structure and function to the development of movement skills across the entire life span. Typical physical development and movement of an individual are described from the time of conception through old age with emphasis on children under five years and adults over sixty-five years. Learners review the impact of developing and aging body systems upon functional movement, and become familiar with functional motor skills pertinent to specific stages of life. Students also develop observational and analysis skills in regard to the development of typical functional skills across the life span. Given this foundation of typical functional and motor skills, learners begin to identify movement disorders. This course is taught from a life span perspective in which social, psychological, and physical factors all interact to impact function. In addition, the course presents movement utilizing concepts and principles from dynamic systems, such as control parameters, self-organization, constraints, and variability in movement.

PT 421. Introduction to Clinical Reasoning. 1 Hour.
This course serves as an introduction to clinical reasoning in physical therapy. The frameworks and types of clinical reasoning are explored and applied to patient scenarios. The characteristics of experts and novices are explored through current literature to enhance the understanding of the developmental nature of clinical reasoning skill. Students also explore their own thinking and practice skills of self-reflection.

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 foster attitudes, behaviors, and values appropriate to a healthcare practitioner. Through an examination of physical therapy as a profession, students identify the changing and emerging roles of the physical therapist in the current healthcare environment. Students are 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 are emphasized using issues relevant to physical therapy as vehicles for the practice of communication skills. Prerequisite(s): PT 410.

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 gives students a basic understanding of the neuroanatomical and neurophysiological substrates underlying human perception, movement, cognition and language. The course pays 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 are discussed. Common dysfunctions of the neuromuscular system are addressed through lectures, student literature reviews, and classroom discussion. Students are required to review recent neuroscience research investigating commonly encountered neural pathologies. Clinical illustrations are discussed throughout the course. This discussion includes etiology, pathology and therapeutic and pharmacological treatment options where applicable. The course enables 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.

PT 500. Clinical Edu II. 6 Hours.
This 12-week, full-time clinical experience is scheduled during the fall semester following of the second professional year. At this point in the program, the student has finished the didactic part of the curriculum, with the exception of advanced electives, advanced dissection, and presentations for their professional development series. This course is designed to provide the student with minimally guided to entry level experience in the affective skills of clinical practice, including adherence to ethical and legal standards of practice, cultural competence, interprofessional and patient/practitioner communication, and professional conduct and demeanor. The student participates in the examination, evaluation, diagnosis, prognosis, and intervention elements of care for both simple and complex patients. This second clinical experience also provides the student with opportunities to teach, utilizing adult learning methods, to practice communication skills in a variety of professional environments, to supervise and direct responsibilities to aides and physical therapist assistants, to engage in problem solving and clinical decision making with guidance for complex cases by the clinical instructor, and to be exposed to the management of outcomes data and fiscal management. Prerequisite(s): PT 400.

PT 506. Musculoskeletal I. 4 Hours.
This four-credit class is the first of a three-course sequence designed to prepare students for musculoskeletal/orthopedic clinical practice. This course introduces components of differential diagnosis and treatment by physical therapists as applied to common conditions of the hip, knee, and foot and ankle. Students learn a systematic process of examination and begin to develop a clinical decision-making process that is modeled throughout the course. Topics covered and applied throughout the semester include body system review, examination including selective tissue tensioning, biomechanical, and gait assessment, evaluation, and treatment interventions. An emphasis on manual therapy and therapeutic skills involved in the assessment and treatment of musculoskeletal problems associated with these joints is included. Students explore and develop skills in joint mobility assessment/treatment and exercise prescription appropriate to the stage of healing, impairments, and activity limitations presented by the patient. The evaluation of related scientific and clinical literature in the selection of evaluation techniques, treatment techniques, and expected treatment outcomes is emphasized throughout the course. Prerequisite(s): PT 410.

PT 507. Musculoskeletal II. 4 Hours.
PT 507 is the second of three musculoskeletal courses offered in the professional curriculum. PT 507 introduces entry-level PT student to the scientific and clinical principles of musculoskeletal assessment and intervention for the upper quadrant. In addition, entry-level PT students learn to apply a variety of musculoskeletal assessment and intervention techniques for the cervical spine, shoulder girdle, elbow/forearm, and wrist and hand. Upon completion of PT 507, entry-level PT students will able to evaluate and treat orthopedic conditions of the upper extremity with supervision in the clinical setting. Prerequisite(s): PT 410.

PT 508. Musculoskeletal III. 3 Hours.
In the third course of the musculoskeletal series, entry-level PT students advance their understanding of the scientific and clinical principles for rehabilitation of the cervical spine, thorax, lumbosacral spine, and pelvis. This course introduces the biopsychosocial model of disabling pain, along with exploring its impact on patient/client management for various spinal conditions. Entry-level PT students learn to apply a variety of musculoskeletal assessment and intervention techniques for the aforementioned regions, including thrust (HVLA) and non-thrust techniques. In addition, entry-level PT students gain insight into the principles of therapeutic pain neuroscience education. Upon completion of the course, entry-level PT students will be able to evaluate and treat orthopedic spinal conditions with supervision in the clinical setting. Prerequisite(s): PT 507.

PT 509. Evidence Based Practice II. 2 Hours.
This course builds on the foundations of evidence-based practice provided in PT 409. It focuses on critically appraising the literature, including intervention, diagnostic, and prognostic studies, systematic reviews/meta-analyses, and clinical practice guidelines. The course involves students in research design, reliability and validity, sampling, variables and in exploring statistical analyses commonly used in rehabilitation research. The course also includes lecture and small group learning activities. Prerequisite(s): PT 409.

PT 510. Neuromuscular I. 4 Hours.
This is the first course in a 2-semester series that covers the physical therapy management of patients with neurological conditions and injuries. It provides students with an overview of the examination and treatment of adult clients with neurological lesions, and then focuses on patients with cerebrovascular accidents (CVA) and traumatic brain injuries (TBI). The course addresses basic etiology, epidemiology, pathology and clinical presentation of CVA and TBI, and focuses on the physical therapy examination, evaluation, diagnosis, prognosis, and interventions for common presentations of these diagnoses. The principles presented in this course can be applied to patients who have suffered many types of neurological lesions. The concept of movement system diagnoses within neurological physical therapy is introduced, and a hypothesis-based approach to development of an intervention strategy is emphasized. Lab sessions provide the opportunity for students to practice hands-on skills on their classmates, and to improve their clinical decision-making using simulated cases. Prerequisite(s): PT 450 and PT 412.

PT 511. Professional Development I: Research. 2 Hours.
Professional Development I is the first in a three-course series designed to encourage professional development in one of three areas: research, teaching and learning, and practice management. The overarching goal of the Professional Development Series is to provide students with an understanding of the skills, activities, and ethics related to research, teaching, and learning or practice management, an opportunity to explore continued professional development, and the tools necessary for lifelong learning. The course begins with an introduction to each topic area: research, teaching and learning and practice management. Students then work with a faculty advisor to further develop their skills in the area of research. Throughout the course series, students conduct a research study including design, subject recruitment, data collection, analysis and dissemination of their findings.

PT 512. Professional Development I: Teaching and Learning. 2 Hours.
Professional Development I is the first in a three-course series designed to encourage professional development in one of three areas: research, teaching and learning, and practice management. The overarching goal of the Professional Development Series is to provide students with an understanding of the skills, activities, and ethics related to research, teaching, and learning or practice management, an opportunity to explore continued professional development, and the tools necessary for lifelong learning. The course begins with an introduction to each topic area: research, teaching and learning and practice management. Students then work with a faculty advisor to further develop their skills in the area of Teaching and Learning. Throughout the course series, students develop an educational module for either clinical, didactic or community education. The project includes a review of the literature on teaching and learning, designing and creating educational content, and creating an assessment plan.

PT 513. Professional Development I: Practice Management. 2 Hours.
Professional Development I is the first in a three-course series designed to encourage professional development in one of three areas: research, teaching and learning, and practice management. The overarching goal of the Professional Development Series is to provide students with an understanding of the skills, activities, and ethics related to research, teaching, and learning or practice management, an opportunity to explore continued professional development, and the tools necessary for lifelong learning. The course begins with an introduction to each topic area: research, teaching and learning and practice management. Students then work with a faculty advisor to further develop their skills in the area of practice management. Students also develop a complete business plan for a physical therapy practice.

PT 514. Professional Development I: International Experiential Learn. 2 Hours.
Professional Development I is the first in a three-course series designed to encourage professional development in one of three areas: research, teaching and learning, and practice management. The overarching goal of the Professional Development Series is to provide students with an understanding of the skills, activities, and ethics related to research, teaching and learning or practice management, an opportunity to explore continued professional development, and the tools necessary for lifelong learning. The course begins with an introduction to each topic area: research, teaching and learning and practice management. Students then work with a faculty advisor to learn about experiential learning through service learn. This work is in preparation for travel to participate in hands-on, fields-based activities designed to enhance your exposure to and understanding of healthcare in different parts of the world.

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 522. Professional Development II: Research. 2 Hours.
This course is the second in a three-course series designed to encourage professional development in one of three areas: research, teaching and learning, and practice management. The overarching goal of the Professional Development Series is to provide students with an understanding of the skills, activities, and ethics related to research, teaching and learning, or practice management. It also provides an opportunity to explore continued professional development and the tools necessary for lifelong learning. The course begins with an introduction to each of the three areas. Students then work with a faculty advisor to further develop their skills in the area of research. Throughout the course series, students conduct a research study including design, subject recruitment, data collection, analysis and dissemination of their findings. Prerequisite(s): PT 511.

PT 523. Professional Development II: Practice Management. 2 Hours.
This course is the second in a three-course series designed to encourage professional development in one of three areas: research, teaching and learning, and practice management. The overarching goal of the Professional Development Series is to provide students with an understanding of the skills, activities, and ethics related to research, teaching and learning, or practice management, an opportunity to explore continued professional development, and the tools necessary for lifelong learning. The course begins with an introduction to each of the three areas. Students then work with a faculty advisor to further develop their skills in the area of practice management. Throughout the course series, students develop an educational module for either clinical, didactic, or community education. The project includes a review of the literature on teaching and learning, designing and creating educational content, and creating an assessment plan. Prerequisite(s): PT 512.

PT 524. Professional Development II: Teaching and Learning. 2 Hours.
This is the second in a three-course series designed to encourage professional development in one of three areas: research, teaching and learning, and practice management. The overarching goal of the Professional Development Series is to provide students with an understanding of the skills, activities, and ethics related to research, teaching and learning, or practice management. It also provides an opportunity to explore continued professional development and the tools necessary for lifelong learning. The course begins with an introduction to each of the three areas. Students then work with a faculty advisor to further develop their skills in the area of Teaching and Learning. Throughout the course series, students develop an educational module for either clinical, didactic or community education. The project includes a review of the literature on teaching and learning, designing and creating educational content, and creating an assessment plan. Prerequisite(s): PT 513.

PT 526. Advanced Therapeutic Exercise. 3 Hours.
This course introduces students to the principles of exercise and the expected responses and adaptations of clients and patients to different types of exercise interventions. It prepares students to assess movement dysfunction using a systematic methodology. Students will learn to design, implement and progress therapeutic exercise programs for a wide variety of clinical populations spanning the spectrum of physical therapy clinical practice. Students will participate in exercise as well as instruct fellow students in therapeutic exercise techniques based on therapeutic exercise programs designed around case studies. The course will consist of a mix of didactic lectures, student led presentations and laboratory sessions. Prerequisite(s): PT 510.

PT 527. Professional Development II- International Experiential Lear. 2 Hours.
Professional Development I is the first in a three-course series designed to encourage professional development in one of three areas: research, teaching and learning, practice management and service-learning. The overarching goals of the Professional Development Series are to provide students with an understanding of the skills, activities, and ethics related to research, teaching and learning, service-learning, or practice management; an opportunity to explore continued professional development; and the tools necessary for lifelong learning. In Professional Development II: International Service Learning, students travel to a foreign country with Child Family Health International (CFHI)or another similar provider and engage in service-learning under the mentorship of local healthcare providers. The students work with a Husson faculty advisor to prepare for their service-learning trip. Prerequisite(s): PT 514.

PT 528. Ethical/Legal/Management Issues in Physical Therapy. 2 Hours.
This course examines current issues and trends in the law and ethics of physical therapy, in physical therapy clinical management, and in payment policies. Students explore how tools such as the APTA Core Ethics Documents, state Physical Therapy Practice Acts, and other state and federal laws and regulations govern the practice of physical therapy and contribute to resolving frequently-encountered ethicolegal problems, issues, and dilemmas. Legal practice standards related to fraud and abuse, malpractice and care-related professional misconduct are presented. The role of the physical therapist in advocating for payment and policy changes is discussed. Students also explore rules/regulations related to the proper supervision of a physical therapy assistant. Prerequisite(s): PT 400.

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 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 allows 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. The course covers manual therapy techniques based on the biomechanics of the skeletal joints as well as adjunctive treatment procedures used in orthopedics. 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 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 is placed on Nordic manual techniques with frequent reference to Australian manual therapy concepts and Medical Exercise Training concepts. Student apply concepts using case studies. Prerequisite(s): PT 507.

PT 560. Cardiovascular and Pulmonary Physical Therapy. 3 Hours.
So that students can provide safe and effective patient interventions, this course utilizes lectures, labs, small group sessions, and independent study to help students develop competencies in assessment and treatment of cardiopulmonary impairments and associated disabilities. Students develop assessment skills that 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 561.

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): SC 340.

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 610.

PT 600. Clinical Edu III. 6 Hours.
This is a 12 week full-time clinical experience following the second professional year. At this point in the program, the student has finished the didactic part of the curriculum, with the exception of advanced electives, advanced dissection, and presentations for their professional development series. This course is designed to provide the student with entry level experience in the affective skills of clinical practice, including adherence to ethical and legal standards of practice, cultural competence, interprofessional and patient/practitioner communication, and professional conduct and demeanor. The student participates in the examination, evaluation, diagnosis, prognosis, and intervention elements of care for both simple and complex patients. This third clinical experience also provides the student with opportunities to teach utilizing adult learning methods, to practice communication skills in a variety of professional environments, to supervise and direct responsibilities to aides and physical therapist assistants, to engage in problem solving and clinical decision making at entry level, and to be exposed to the management of outcomes data and fiscal management. 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 makes 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 410 and PT 610.

PT 608. PT Management of Children with Neurologic Dysfunction. 3 Hours.
In following PT 419, this course maintains the ICF focus on the child's function and social context while exploring evidence supporting PT services for children with neuromuscular disorders. Students develop entry-level skills of assessment and intervention planning for children with developmental disabilities. Multiple factors that contribute to decisions for prescribing family-based, clinic-based, and education-based models of intervention are also analyzed. Students become familiar with evidence-based methods for addressing issues of function in the presence of atypical motor control; the impact of medical, surgical and orthotic interventions in modifying atypical motor control; and, a variety of assistive technology and durable medical equipment frequently seen in pediatric settings. In addition, students are required to complete an online course and certification exam through the CDC on concussions in youth. Prerequisite(s): PT 419.

PT 609. Management of the Integumentary System. 2 Hours.
This course addresses examination, evaluation, and interventions for dysfunction in the integumentary system. Students develop an appreciation for the important role of the physical therapist in managing integumentary issues and acquire the knowledge for treating them. This course covers the etiology of various wounds and how etiology affects prognosis and treatment. Students learn how to manage common types of wounds, and acquire a holistic and interprofessional approach to wound care. Students are also exposed to management of the patient with lymphedema.

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 611. Professional Development III: Research. 2 Hours.
Professional Development III is the third in a three-course series designed to encourage professional development in one of three areas: research, teaching and learning, and practice management. The overarching goal of the Professional Development Series is to provide students with an understanding of the skills, activities, and ethics related to research, teaching, and learning or practice management, an opportunity to explore continued professional development, and the tools necessary for lifelong learning. The series begins with Professional Development I with an introduction to each topic area: research, teaching and learning and practice management. In Professional Development II: Research Track, students work with a faculty advisor to further develop their skills in the area of research. Throughout the course series, students conduct a research study including design, subject recruitment, data collection, analysis and dissemination of their findings.

PT 612. Professional Development III: Practice Management. 2 Hours.
Professional Development III is the third in a three-course series designed to encourage professional development in one of three areas: research, teaching and learning, and practice management. The overarching goals of the Professional Development Series are to provide students with an understanding of the skills, activities, and ethics related to research, teaching, and learning or practice management, an opportunity to explore continued professional development, and the tools necessary for lifelong learning. The series begins with Professional Development I with an introduction to each topic area: research, teaching and learning and practice management. In Professional Development II: Practice Management Track, students then work with a faculty advisor to further develop their skills in the area of Practice Management. The final project for the course series is developing a business plan. Prerequisite(s): PT 512 and PT 523.

PT 613. Professional Development III: Teaching and Learning. 2 Hours.
Professional Development III is the third in a three-course series designed to encourage professional development in one of three areas: research, teaching and learning, and practice management. The overarching goals of the Professional Development Series are to provide students with an understanding of the skills, activities, and ethics related to research, teaching, and learning or practice management, an opportunity to explore continued professional development, and the tools necessary for lifelong learning. The series begins with Professional Development I with an introduction to each topic area: research, teaching and learning and practice management. In Professional Development II:Teaching and Learning Track, students then work with a faculty advisor to further develop their skills in the area of Teaching and Learning. Throughout the course series, students develop an educational module for either clinical, didactic or community education. The project includes a review of the literature on teaching and learning, designing and creating educational content, and creating an assessment plan. Prerequisite(s): PT 513 and PT 524.

PT 614. Professional Development III- International Experiential Lea. 2 Hours.
Professional Development III is the third in a three-course series designed to encourage professional development in one of four areas: research, teaching and learning, practice management, and service-learning. The overarching goals of the Professional Development Series are to provide students with an understanding of the skills, activities, and ethics related to research, teaching and learning, service-learning, or practice management; an opportunity to explore continued professional development; and the tools necessary for lifelong learning. In Professional Development III, students reflect and present on their service-learning experience completed as part of Professional Development II. Students learn about different methodologies for presenting their material, create a digital media or poster presentation, and a verbal presentation about their experiences. They expand their previous research on service-learning and the cultures they visited. Prerequisite(s): PT 527.

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. Students in this course review statistics, risks, treatment options, and prevention strategies for many chronic health problems. Age and gender differences are considered in the discussion of treatment and prevention strategies. Students work in groups to develop and present a health and wellness business proposal. Students prepare a final copy of the proposal in format suitable to deliver to the student's next employer. Prerequisite(s): PT 561.

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 learn to use pharmacological and basic laboratory data essential to the screening process. Prerequisite(s): PT 610 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.
In this seminar course, students explore the educational factors supporting successful adult learning within health care settings. Students 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 also 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 acquire the pedagogical foundations to develop, deliver, and evaluate educational products for their clients, professional peers and physical therapy students. Prerequisite(s): PT 419 and PT 507.

PT 640. Medical Imaging and Rehabilitation. 1 Hour.
This course provides 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) is 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 561.

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. Each student presents 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. Discussions 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) Psychology

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 113. Ethics and Professional Conduct. 3 Hours.
In this course, students develop an understanding of professionalism and integrity in mental health practice. Students learn how to confront and resolve ethical challenges by seeking appropriate collaboration and consultation. The ethics code of the American Psychological Association and the ethics code of the MHRT/C are examined. This course is one of eight courses required for eligibility for MHRT/C certification.

PY 141. Human Growth and Development. 3 Hours.
This course includes physiological processes of development including conception, prenatal growth, birth, maturation, and aging, providing a framework for examining the cognitive, affective and social development of the individual during his/her life-span.

PY 231. Social Psychology. 3 Hours.
Through this course students explore 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 or PY 141.

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 cover basic topics in research methodology in psychology. They learn how to develop research questions, identify problems inherent in many research designs, and how to present their findings. They also cover ethical issues related to research with human beings and animals. Prerequisite(s): (PY 111 or PY 141) and MS 132.

PY 252. Psychology of Learning. 3 Hours.
This course serves as an introduction to the broad field of human learning, including its cognitive and educational bases as well as its applied value. The text and lectures cover basic terms, concepts, principles, and theories related to the scientific study of human learning. Students survey much of what is currently known from cognitive science such as memory, attention, judgment, decision making, and problem solving. The course also surveys what is currently known from education; theories, principles, and issues investigated in this course include cognitive, linguistic, personal, social, emotional & moral development, as well as students with special needs. The course also covers the applications of human learning; it would be beneficial to all professions that engage in teaching groups or individuals of all ages. Authentic case studies are used to analyze the practical applications of these principles in teaching and learning situations. There is further in-depth study in the areas of cognitive learning process, construction of knowledge, behavior view of learning, social cognitive learning and motivation. This class will serve, not only as a foundational course for students in education and psychology, but also students who are interested in enhancing their own learning and teaching skills.

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. Cultural Competency. 3 Hours.
This course takes a broad perspective on culture not only as it relates to race and ethnicity or country of origin but also culture as it relates to one's family, community and personal lifestyle. This course also focuses on helping students understand approaches to assisting individuals with emotional or psychological difficulties or who are experiencing problems in making adaptive adjustments to life's many transitions. This course is one of eight courses required for eligibility for MHRT/C certification. It is strongly recommended that students complete PY111, PY113, & PY141 prior to enrolling in this course.

PY 325. Field Experience and Career Development. 3 Hours.
This course provides an initial (300 level) opportunity to obtain field experience in Psychology in order to develop and refine career goals, work on professional development skills (e.g., resume building, interviewing, networking), and engage in important self-reflection and peer-discussion of educational and professional pursuits. Field work is designed to provide an initial hands-on experience to explore an area of career interest related to psychology and mental health. This portion of the course is highly individualized to meet the educational and career goals of the student. Prerequisite(s): PY 111 and PY 141 and (Major=Psychology or Major=BS Psychology - MHRT/C Certification or Major=BS Psychology).

PY 333. Psychology of Personality. 3 Hours.
This course provides a critical review of methods and content in the study of personality. Students examine the development of the field, with attention to recent applications of scientific methods to problems of personality. The course also surveys major theories of personality. Prerequisite(s): PY 111 or PY 141.

PY 335. Behavioral, Psychological, & Rehabilitation Intervention Mod. 3 Hours.
This course provides a basic foundation for understanding the importance of establishing rapport, communicating effectively and respectfully, and working collaboratively with consumers of mental health services. It also covers providing care to support recovery with an awareness of the changing needs consumers have across the lifespan. This course is one of eight courses required for eligibility for MHRT/C certification. It is strongly recommended that students complete PY113 & PY232 prior to enrolling in this course.

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 or PY 141.

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 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 or MS 180 or MS 181) and MS 132 and (PY 332 or PY 232) and (PY 242 or PY 342).

PY 431. Behavior Modification/Seminar in Learning. 3 Hours.
This is an advanced course examining how learning principles influence human behavior. Students study the extension of principles and concepts emerging from experimental analysis of behavior to problems of behavior modification in academic, social, and industrial settings. Prerequisite(s): PY 111 and PY 232.

PY 442. Seminar in Psychology. 3 Hours.
The senior seminar involves a group of advanced students studying under a professor with each student actively contributing to the class via readings, discussion, and various written assignments. The primary emphasis involves examining a broad subject area chosen by the instructor. Students work with the instructor to identify a specific area of focus within this broad area about which they conduct library research, make an oral presentation, and write a comprehensive review paper on the agreed-upon topic. Students rely upon critical thinking skills and their ability to analyze and synthesize information in both a written and oral format. Prerequisite(s): College Level=Senior and (Major=BS Psychology - MHRT/C Certification or Major=BS Psychology).

PY 447. Trauma and Resiliency. 3 Hours.
This course examines the theory and methodology of sexual abuse, non-sexual trauma, and the effects of trauma. It also covers 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. This course is one of eight courses required for eligibility for MHRT/C certification. It is strongly recommended that students complete PY113, PY141, PY232, & PY450 prior to enrolling in this course.

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.
This experience is designed to introduce students to actual fieldwork in mental health that is related to their career goals. This is a highly individualized class that is structured to meet the educational and career related needs of each student. Weekly class meetings 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): College Level=Senior and (Major=BS Psychology - MHRT/C Certification or Major=BS Psychology).

PY 499. Topic/. 1-3 Hour.
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 or PY 141 and (College Level=Junior or College Level=Senior).

(RX) Pharmacy

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 303. Introduction to Pharmacy. 1 Hour.
This course develops an understanding and provides the history of the profession of pharmacy while also covering the educational requirements to obtain a doctorate of pharmacy degree. Course topics include the ethics of pharmacy, career choices that are possible with the PharmD degree, and regulatory standards such as HIPAA. Professionals from the school of pharmacy and from pharmacy partners in the field describe to the class their educational pathway and their current practice.

RX 310. Drug Information and Clinical Research Design I. 2 Hours.
This course is designed to lay a strong foundation for the student to be able receive and evaluate drug information (DI) questions, efficiently research tertiary and secondary resources, select and evaluate scientific literature, synthesize evidence-based DI responses, and communicate that evidence at the right level and format.

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 and Calculations. 3 Hours.
This course covers the general chemical and biological principles upon which the interactions between drugs and living systems are based. Pharmaceutical calculations are also covered.

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 (Intro Pharmacy Practice Exp I - Community). 4 Hours.
The IPPE Community rotation course is designed to expose P1 students to the everyday practice of pharmacy in the different types of community settings (Chain store, Grocery store, Independent…etc.). The students is introduced to all aspects of professional interactions with patients and coworkers, medication dispensing, and pharmacy management. Students participate in a 4 week, 40 hours a week, full-time off-campus experience, under the direction of a preceptor, in a community pharmacy to observe and participate in effective and appropriate patient-centered pharmaceutical care in the community setting. The student develops their understanding of how members of the pharmacy are part of an interdisciplinary team in order to provide superior patient-centered care. The IPPE I Community Course is a 4 week rotation course held in the Summer Term (May to August). Students are assigned by Office of Experiential Education to one of the summer blocks.

RX 351. Practice Skills Lab I. 1 Hour.
This course covers the operational procedures relating to community pharmacy via didactic lectures and laboratory experiences. Emphasis is placed on a general knowledge of over-the-counter products, prescription processing, business/inventory management, specialty patient services and the top 300 drugs seen in a community pharmacy as preparation for the student's first Introductory Pharmacy Practice Experience (IPPE).

RX 352. Communications and Ethics. 1 Hour.
This course fosters an understanding of the foundations of clinical communication, including use of 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.

RX 357. Introduction to Therapeutics: Self Care/OTC. 3 Hours.
This course is intended to allow students to further their development in ensuring the safe, appropriate, and economical use of drugs in patient care. Successful completion of the entire Pharmacotherapeutic course series is a prerequisite to advanced clinical practice experiences (APPEs). The emphasis of this course is on developing skills in medication therapy management for many of the most common disease states encountered in community practice (focusing on patient selfcare and over the counter treatment options). This course augments the ability of students to utilize evidence-based treatment guidelines, make sound clinical recommendations, and provide therapeutic medication monitoring and management.

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 II. 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. Clinical Chemistry & Calculations. 1 Hour.
This course emphasizes the use of clinical laboratory tests in disease management and introduces the case-study format of recitation.

RX 372. Applied Med Phys & Pathophysiology II (MPP II) for Pharm. 2 Hours.
This course is designed to initiate students to critical thinking and problem solving, and to reinforcing content presented in P1.2 semester didactic courses. Prerequisite(s): RX 371.

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 403. Self-Care II. 2 Hours.
This course is a continuation of Self Care I and will acquaint the student with additional over-the-counter medications and point-of-care testing devices.

RX 411. Drug Information & Clinical Research Design II. 2 Hours.
The intent of this course is to familiarize students with appropriate clinical experimental design and statistical methods of analysis. The course emphasizes drug information to enhance the ability of students to critically evaluate the literature. An overview of medial epidemiology rounds 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 420. Pharmacology of Mind-Affecting Drugs. 2 Hours.
This elective course addresses the pharmacology (cellular through behavioral) of commonly used mind affecting drugs, both licit and illicit. Students examine different neurotransmitter systems, and explore how pharmacological manipulation leads to objective and subjective changes in mental state and functioning.

RX 421. Pharmacology and Medicinal Chemistry I. 3 Hours.
This course provides an in-depth survey of pharmacology 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 for discussion enhance the understanding of structure-activity relationship of agents.

RX 422. Pharmacology and Medicinal Chemistry II. 3 Hours.
This course provides in-depth coverage of the pharmacology & medicinal chemistry of drugs in the following areas: microbial infections; GI and ophthalmic treatments; agents that influence water and ion conservation; pulmonary and the cardiovascular system. Selected topics of importance for understanding the SAR of agents in each class are discussed along with the basis for biologic agents.

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 433. Principles of Pharmacokinetics. 3 Hours.
This course will provide conceptual and quantitative description of pharmacokinetic (PK) theory and its clinical application by combining physiology, pharmaceutics, mathematics and clinical assessment. The time course of drug absorption, distribution, metabolism, and excretion and physiological factors that influence each process are described to explain the fate of the drug administered. Application to clinical situation to design and optimize dosage regimen is also discussed.

RX 434. Practice Skills Lab III. 1 Hour.
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 institutional setting. A combination of didactic lectures and laboratory experiences prepare students for their second Introductory Pharmacy Practice Experience (IPPE), while emphasizing the unique aspects of rural healthcare delivery.

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 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 453. Professional Dev & Career Skills for Pharmacy Students. 2 Hours.
This course is intended to 1) improve students' knowledge and confidence with career skills and 2) help students identify their career goals in pharmacy. Through a variety of lectures, assignments, and reflections, students work to improve their career skills and develop their professional and career goals. Emphases are placed on SMART goals, CV and letter of intent development, and interview and presentation skills. Post-graduate employment opportunities including hospital, ambulatory care, and community pharmacy and post-graduate advanced training opportunities including residency and board certification are discussed. The overall goal of this course is to provide students with the professional and career skills they need for successful post-graduate employment.

RX 456. Individualized Pharmacokinetic Dosing. 2 Hours.
This course provides students with a survey of competent and efficient delivery of patient centered pharmacy services using applied pharmacokinetics. Emphasis is on Individualized Dosage Regimen design/revision; incorporating clinical pharmacokinetic information management, therapeutic planning, patient response monitoring, outcomes assessment; and professional communication skills.

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. Substance Use Disorders. 2 Hours.
In this course, students explore the use and misuse of prescription drugs, over-the-counter meds, and illicit substances. Students also examine current trends in prevention efforts and evidence-based treatment.

RX 464. Practice Skills Lab II. 1 Hour.
This course is designed to provide students with the foundation necessary to understand the needs and resources required in providing pharmacy healthcare access and to be able to practice pharmacy effectively in the institutional setting. A combination of didactic lectures and laboratory experiences prepare students for their second Introductory Pharmacy Practice Experience (IPPE), while emphasizing the unique aspects of institutional healthcare delivery.

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 474. Pharmacotherapeutics I. 3 Hours.
This course provides an introduction to the concepts involved in ensuring the safe, appropriate, and economical use of drugs in patient care. Successful completion of the entire Pharmacotherapeutic course series is a prerequisite to advance clinical practice experiences (APPE). This course emphasizes a basic foundation in medication therapy management through an overview of the general principles of case-based problem-solving and a systematic approach to rational drug selection. Topics in clinical pharmacokinetics, special populations, and evidence-based medicine are also discussed. In addition, student explore the application of these principles to several common disease states.

RX 475. Pharmacotherapeutics II. 3 Hours.
This course is intended to allow students to further their development in ensuring the safe, appropriate, and economical use of drugs in patient care. Successful completion of the entire Pharmacotherapeutics course series is a prerequisite to advanced pharmacy practice experiences (APPEs). The emphasis of these courses will be on developing skills in medication therapy management for many of the most common disease states encountered in practice. This course will augment students' abilities to utilize evidence-based treatment guidelines, make sound clinical recommendations, and provide therapeutic medication monitoring and management. Topics covered are listed in the course schedule at the end of this document.

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 483. Environmental Basis of Disease. 2 Hours.
This course provides an in-depth examination into the relationship between environmental exposures and the development of common disease states. Diseases states covered in this class include cancer, metabolic disorders, neurodegenerative diseases, lung disease, and reproductive disorders. Toxicant classes to be discussed include heavy metals, dioxins, pesticides, endocrine disruptors, obesogens, and carcinogens. Students work independently on projects aimed at communicating environmental risks to scientific and nonscientific audiences. Prerequisite(s): RX 312.

RX 489. History of Pharmacy. 2 Hours.
This elective course presents a comprehensive history of the pharmacy profession from its origins in ancient civilizations and its evolution to current day pharmacy practice. Along with didactic presentations, students are introduced to the curation of the Husson University Pharmacy Historical Collection and its use to understand changes in American pharmacy practice over the past 200 years.

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 491. Applied Pharmacology & Pharmacotherapeutics I. 2 Hours.
This is the third section of a six-semester sequence designed to enhance students' team-based critical thinking and problem solving abilities while reinforcing content presented in third semester didactic courses. Prerequisite(s): RX 372.

RX 492. Applied Pharmacology and Pharmacotherapeutics II. 2 Hours.
This is the second section of a sequence designed to enhance students' team-based critical thinking and problem-solving abilities while reinforcing content presented in fourth-semester didactic courses.

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. Social and Behavioral Pharmacy. 2 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 503. Ambulatory Care & Institutional Intro Pharm Pract (IPPE P3). 1 Hour.
This third year Introductory Pharmacy Experiential Education (IPPE) course introduces students to the role of the pharmacist in ambulatory care and institutional settings that pharmacists participate in during practice. Students observe the confidence, knowledge, skill, and professionalism required for pharmacists to function competently. They also gain experience in communicating with patients, other healthcare providers, and staff involved in the practice of pharmacy. The course incorporates interprofessional education and interprofessional collaboration as appropriate. Students apply their didactic and basic pharmaceutical sciences learned in the classroom and support their readiness for APPE coursework.

RX 504. Clinical Pharmacy Capstone. 1 Hour.
In this course students present their longitudinal capstone patient that has been followed for the 3 preceding years. Additionally, the course incorporates interprofessional education and interprofessional collaboration as appropriate. Students apply their therapeutic and basic pharmaceutical sciences learned in the classroom and support their readiness for APPE coursework.

RX 505. Practice Skills Lab V. 1 Hour.
This course surveys competent and efficient delivery of patient centered pharmacy management services. Emphasis is placed on therapeutic solution findings and incorporates information management, therapeutic planning, monitoring and outcomes, and professional communication skills.

RX 512. Ambulatory Care and Management II IPPE. 1.5 Hour.
This third year Introductory Pharmacy Experiential Education course introduces students to role of the pharmacist in ambulatory care rural settings and the management roles that pharmacists participate in during practice without regard to the practice setting. Students observe the confidence, knowledge, skill, and professionalism required for pharmacists to function competently. They also gain experience by observing pharmacists communicating with patients, other healthcare providers, and staff involved in the practice of pharmacy. The course incorporates interprofessional education and interprofessional collaboration as appropriate. Students apply their didactic and basic pharmaceutical sciences learned in the classroom and support their readiness for APPE coursework. Prerequisite(s): RX 350 and RX 450 and RX 511.

RX 520. Applied Biostatistics & Research Design. 2 Hours.
This course covers statistical methods for analysis of different types of data generated by in vitro and in vivo pharmacology studies. Students survey studies with different hypotheses and study designs. Mock data sets are made available to the students for hands-on analysis. Students engage in analysis via simple statistical packages (e.g., Excel) and advanced statistical packages (e.g., SPSS). The course involves approximately 4 hours per week of information presentation/discussion, and 4 to 6 hours per week of hands-on data analysis and interpretation. Prerequisite(s): RX 411.

RX 522. Pharmacotherapeutics III. 4 Hours.
This course allows students to further their development in ensuring the safe, appropriate, and economical use of drugs in patient care. Successful completion of the entire Pharmacotherapeutic course series is a prerequisite to advance clinical practice experiences (APPE). The emphasis of this course will be on developing skills in medication therapy management for many of the most common disease states encountered in practice, including neurological, immunological, and oncological disorders. Students will also learn important concepts in the management of special populations.

RX 523. Pharmacology and Medicinal Chemistry III. 3 Hours.
This course is the third in a four-part series that provides an in-depth investigation into the pharmacology and medicinal chemistry of various drugs. Emphasis is placed upon understanding mechanisms of action that provide therapeutic benefit, mechanisms of toxicity that result in adverse events, and drug interactions that impact efficacy.

RX 524. Pharmacology and Medicinal Chemistry IV. 3 Hours.
This course is the final part in a four-part series that provides an in-depth investigation into the pharmacology and medicinal chemistry of various drugs. Emphasis is placed upon understanding mechanisms of action that provide therapeutic benefit, mechanisms of toxicity that result in adverse events, and drug interactions that impact efficacy.

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 533. Individualized Kinetic Dosing Lab. 1 Hour.
This course provides students with a survey of competent and efficient delivery of patient centered pharmacy services using applied pharmacokinetics. Emphasis will be on Individualized Dosage Regimen design/revision; incorporating clinical pharmacokinetic information management, therapeutic planning, patient response monitoring, outcomes assessment; and professional communication skills.

RX 534. Pharmacy Practice Skills Lab III. 1 Hour.
Practice Skills Lab III provides students with a survey of competent and efficient delivery of patient centered pharmacy services. Emphasis will be placed on therapeutic solution findings incorporating information management; therapeutic planning, monitoring and outcomes; and professional communication skills.

RX 535. Pharmacoeconomics. 3 Hours.
This course introduces 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 include epidemiology and pharmacoepidemiology. Students also study the economic factors driving the decision making process in the health care industry by evaluating pharmacoeconomic literature.

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. Clinical Calculations Capstone. 2 Hours.
This course is designed to focus on clinically relevant pharmacy calculations to assist students with competency in performing computations. This course is not intended to be a comprehensive review of all pharmaceutical calculations.

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. Drug Information & Clinical Research Design III. 2 Hours.
In this course, student-pharmacists use the systematic approach to search, find, and evaluate medical literature to provide written summaries and evidence-based, clinically-focused answers to healthcare professionals' question(s) in order to optimize 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 564. Clinical Drug Interactions. 2 Hours.
This course expands upon drugs interactions knowledge gained in various HUSoP courses, more particularly by delving into the underlying mechanisms. Additionally, clinically relevant drug interactions for different classes of medications are reviewed to prepare students to identify and prevent harmful drug-drug interactions in a variety of practice settings. Students are expected to use previously gained knowledge to research drug-drug interactions. Prerequisite(s): RX 576.

RX 565. Geriatric Pharmacotherapy. 2 Hours.
This elective is designed for students to learn key geriatric pharmacotherapy principles and gain insight into the complex needs of older adults through didactic instruction, case-based problem solving, and self-assessment questions. The course will prepare the student to provide pharmaceutical care to elderly patients by learning general principles of aging, geriatric assessment skills, and pharmacotherapy of selected disease states and syndromes common to the senior population.

RX 566. Drug-Induced Psychiatric Diseases. 1 Hour.
This course involves the study of neuropsychiatric diseases that are caused or induced by medication use. Students will learn to think about the possibility of medication contribution to CNS disorders; how to identify and categorize these drug-induced diseases; and how to prevent them and/or manage them when they occur.

RX 567. Ambulatory Care Pharmacotherapy. 2 Hours.
This elective course is designed to expose students to advanced issues surrounding the appropriate use of medications in ambulatory patients. A systematic approach to the identification and resolution of drug therapy problems will be developed through the use of various methodologies, including work-ups of patient cases, journal club exercises, and debates of clinical controversies. Students will be expected to justify their decisions based on an evaluation of the current literature.

RX 568. Complementary & Alternative Medicine (CAMS) Inter-Prof Exp. 1-2 Hour.
In this course, students gain an understanding of CAMS therapy by direct experience and reflection. Students also use cases and work on inter-professional teams to discuss the application of these therapies. In addition, students rely upon recent research to gain more in-depth knowledge of the benefits and limitations of certain CAMS methods.

RX 569. Infectious Diseases. 2 Hours.
This advanced elective course utilizes active learning strategies to address the therapeutic use of anti-infective agents in the treatment of selected infectious diseases. Pharmacology, pharmacokinetics, pharmacodynamics, and clinical microbiology topics will be integrated and reinforced throughout the student's experience. Problem based learning strategy will provide students the opportunity to apply therapeutic principles and evaluate the management of specific infectious diseases.

RX 571. Pharmacy Practice Management. 3 Hours.
This course provides the student with a broad base of information and skills to practice in pharmacy management in various professional 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 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 573. Drug Disposition and Interactions. 2 Hours.
Students in this course examine the ADME processes (absorption, distribution, metabolism and excretion), and interplays between transporters and enzymes in drug metabolism and drug interactions. The relationship between drug administration and drug response is discussed. The course covers various approaches of human dose prediction, and utilizes computer simulation programs (Phoenix®WinNonlin®, Simcyp®) to establish pharmacokinetics (PKs) and pharmacodynamics (PDs) relationships and evaluate drug-drug interactions. Prerequisite(s): RX 321.

RX 574. Advanced Psychiatric Pharmacotherapy. 2 Hours.
This course reviews the various types of mental illness, and the application of pharmacotherapy and non-pharmacotherapy to psychiatric disorders. Major classes of medications include antidepressants, mood stabilizers, stimulants, antipsychotics, anxiolytics and other psychotropics. Students review in detail the indications, contraindications, side effects and adverse reactions and drug interactions. The course places special emphasis on the applications of psychopharmacology to clinical case studies across the lifespan, including children, adolescents, adults, and geriatric populations.

RX 576. Pharmacotherapeutics III. 4 Hours.
This course introduces students to the basic knowledge and skills required to practice pharmacy in the real world. Successful completion of the Pharmacotherapeutics 1 – 4 series is a prerequisite to Advanced Pharmacy Practice Experience (APPE). The emphasis of these courses is placed on the medical management of the most common disease states that students may encounter during clinical rotations and in clinical practice. The course augments students' ability to utilize evidence-based treatment guidelines, make sound clinical recommendations and provide pharmacokinetic and therapeutic medication monitoring and management.

RX 577. Pharmacotherapeutics IV. 4 Hours.
This course is intended to allow student pharmacists to further their development in ensuring the safe, appropriate, and economical use of drugs in patient care. Successful completion of the entire Pharmacotherapeutics course series is a prerequisite to advanced pharmacy practice experiences (APPEs). The emphasis of these courses is on developing skills in medication therapy management for many of the most common disease states encountered in practice. This course augments student pharmacists' abilities to utilize evidence-based treatment guidelines, make sound clinical recommendations, and provide therapeutic medication monitoring and management. Prerequisite(s): RX 576.

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 583. Essential Medical Literature for Primary Care. 2 Hours.
This advanced elective course covers the essential and practice changing studies that clinical practitioners should be familiar with in relation to primary care. The course covers basic points of medical literature evaluation as well has how to apply medical literature to practice.

RX 584. Infectious Diseases. 2 Hours.
This advanced elective course utilizes active learning strategies to address the therapeutic use of anti-infective agents in the treatment of selected infectious diseases. Pharmacology, pharmacokinetics, pharmacodynamics, and clinical microbiology topics will be integrated and reinforced throughout the student's experience. Problem based learning strategy will provide students the opportunity to apply therapeutic principles and evaluate the management of specific infectious diseases.

RX 591. Applied Pharmacology & Pharmacotherapeutics III. 2 Hours.
This recitation-style course focuses on the application and assimilation of knowledge obtained from pharmacology, therapeutics, and other courses. Patient cases are used as the major vehicle to reinforce course content and in learning how to make clinical decisions. The course focuses on preparing students for Advanced Pharmacy Practice Experiences (APPEs) by teaching how to identify and appropriately treat drug therapy problems.

RX 592. Applied Pharmacotherapeutics II Recitation. 2 Hours.
Recitation focuses on the application and assimilation of knowledge learned in the previous years of pharmacy school. Patient cases will be utilized as the major vehicle in learning how to make clinical decisions. The course will focus on preparing students for APPEs by teaching how to identify and appropriately treat drug therapy problems.

RX 599. 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 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 627. Pharmacy Informatics. 6 Hours.
This APPE course offers student pharmacists full time opportunities to apply the knowledge and synthesize the didactic information and skills required for non-direct patient care within the clinical pharmacy care environment. This non-direct patient care APPE offers students the ability to function as an integral member of pharmacy care team involved with publishing, writing, evaluating medical information. The course focuses on fundamentals of pharmacy informatics such as pharmacy automation technology and information systems in a hospital setting. This APPE is beneficial to students who are interested in hospital pharmacy practice or those interested in specializing in pharmacy informatics. Pharmacy informatics is a rapidly evolving area of pharmacy practice that can have a dramatic impact on any healthcare system. Since patient safety is a critical pharmacist responsibility, advanced pharmacy informatics training and education will be helpful to any student considering a career in hospital practice.

RX 628. Advanced Ambulatory Care. 6 Hours.
Using an educator-practitioner model, the student will directly involve him/herself in the development of drug treatment regimens for selected patients. The experience will include literature evaluation, development of drug monographs, patient interviews, data interpretation, assessing drug therapy, making recommendations for monitoring drug therapy, and utilizing evidence-based principles of pharmacotherapy to develop an optimal therapeutic plan for patients with disease states that are commonly treated in an outpatient setting.

RX 629. Specialty Care Pharmacy. 6 Hours.
The Specialty Care Pharmacy APPE course offers student pharmacists the opportunity to apply the knowledge and synthesize the didactic information and skills required for direct patient care in the specialty care and the pharmacy practice environment. This direct patient care APPE offers students the experience to function as an integral member of the healthcare team and to be actively be involved in the care of patients. Students will participate in a practice that provides an integrated model caring for patients with complex disease states and chronic conditions that require advanced drug therapies, injectable medications and more complicated treatment regiments. This may include, but is not limited to individualized dosing care, pharmaceutics and compounding medication preparations. Students are expected to demonstrate professional communication, maturity and judgment skills with exceptional work habits. The overall goal of this APPE 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 to improve the therapeutic outcomes in patients with a variety of disease states. Successful completion of this experience will give students the opportunity to develop confidence to provide effective and appropriate patient-centered pharmaceutical care in the pharmacy practice environment.

RX 630. Compounding Pharmacy. 6 Hours.
The Compounding Pharmacy APPE course offers student pharmacists the opportunity to apply the knowledge and synthesize the didactic information and skills required for direct patient care in the compounding pharmacy practice environment. This direct patient care APPE offers students the experience to function as an integral member of the healthcare team and to be actively be involved in the care of patients. As the pharmacy care provider students will demonstrate competency and understanding of pharmaceutics, pharmaceutical calculations, and medication evaluations to ensure appropriate preparation, administration, stability and compliance with compounding standards and regulations. Students are expected to demonstrate professional communication, maturity and judgment skills with exceptional work habits. The overall goal of this APPE 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 to improve the therapeutic outcomes in patients with a variety of disease states. Successful completion of this experience will give students the opportunity to develop confidence to provide effective and appropriate patient-centered pharmaceutical care in the pharmacy practice environment.

RX 631. Long Term Geriatric Care. 6 Hours.
this APPE 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 closed pharmacy system services for non-patient centered pharmaceutical care in the long term care and/or assisted living setting.

RX 632. Substance Abuse Prevention. 6 Hours.
In this APPE course, students will participate in a 6 week 40 hours a week, full-time off-campus experience, under the direction of a preceptor in substance abuse prevention, to provide educational material in the community setting.

RX 633. Poison Control Prevention. 6 Hours.
In this APPE course, students participate in a 6-week, full-time (40 hours/week) experience, to develop an understanding of history, role and functions of poison control centers. Students learn the mechanisms-of-action, toxicokinetics and treatment of common poisonings and toxic exposures related to household products, insecticides and pesticides, industrial toxicants, hazardous material spills, drugs of abuse, drugs used in suicide and homicide, and drugs involved in clinically-significant adverse events, interactions and therapeutic errors. Students consider age- and disease-associated patient factors in evaluating the potential for drug and chemical toxicity. Students also conduct literature research on complex questions; prepare topic reviews; compile ready-reference materials for contact center staff; and participate in case reviews, teaching rounds, journal clubs and interprofessional small group discussions.

RX 634. Advanced Community Pharmacy Selective APPE. 6 Hours.
In this APPE course, students participate in a 6 week, 40 hours a week, full-time off-campus experience, under the direction of a preceptor. The course builds on rotation RX 604, Community Pharmacy, to provide advanced patient-centered pharmaceutical care in the community setting and to develop community pharmacy management skills. Students participate in interdisciplinary team in order to provide superior patient-centered care. They apply the knowledge and synthesize the didactic information and skills required for direct patient care in the community pharmacy practice environment. This direct patient care APPE offers students the experience to function as an integral member of the healthcare team and to be actively be involved in the care of patients. Students are required to demonstrate professional communication, maturity and judgment skills with exceptional work habits. In doing so, they obtain practical experience, to evaluate, implement, and monitor drug therapy, to optimize the delivery of pharmaceutical care, and to improve the therapeutic outcomes in patients with a variety of disease states. Successful completion of this experience gives students the opportunity to develop confidence to provide effective and appropriate patient-centered pharmaceutical care in the pharmacy practice environment. Students are expected to be prepared and participate in 'Topic and Disease State Discussions' as assigned by the preceptor and reflect upon inter-professional collaboration, medication reconciliation, and patient safety.

RX 635. Medication Therapy Management Selective. 6 Hours.
In this APPE course, students participate in a 6 week, 40 hours a week, full-time off-campus experience, under the direction of a preceptor. Students participate in the Medication Therapy Management rotation, gain competency in identifying, preventing and resolving medication-related problems, and learn to effectively communicate with patients and health care providers to optimize therapeutic outcomes. In this advanced pharmacy practice experience (APPE), students develop an array of skills, including comprehensive medication review, patient education, written and verbal communication skills, assessment and documentation of services and therapy. Students also prepare and participate in 'Topic and Disease State Discussions' as assigned by the preceptor. Students reflect upon inter-professional collaboration, medication reconciliation, and any appropriate areas of patient safety.

RX 648. Transitions into the Profession I. 1 Hour.
This course is designed to assist students with exam taking strategy and planning for review of material to be covered on the North American Pharmacist Licensure Examination (NAPLEX) and transitioning to the workforce or residency training.

RX 649. Transitions into the Profession II. 1 Hour.
This course is designed to assist students with exam taking strategy and planning for review of material to be covered on the North American Pharmacist Licensure Examination (NAPLEX) and transitioning to the workforce or residency training.

RX 650. Transition into the Profession III. 2 Hours.
This course is designed to assist students with exam taking strategy and planning for review of material to be covered on the North American Pharmacist Licensure Examination (NAPLEX) with a focus on safe and effective pharmacotherapy outcomes, calculations and federal law. Students also prepare to transition to the workforce or residency training.

RX 660. Block 1 Advanced Pharmacy Practice Experience. 5.5 Hours.
Students will participate in a total of 6 advanced pharmacy practice experiences (APPE) consisting of 6 weeks each with a minimum of 40 hours weekly. APPEs are designed as full-time off-campus experiences under the direction of a preceptor to provide effective and appropriate opportunities for students to practice the profession of pharmacy.

RX 665. Block 2 Advanced Pharmacy Practice Experience. 5.5 Hours.
Students will participate in a total of 6 advanced pharmacy practice experiences (APPE) consisting of 6 weeks each with a minimum of 40 hours weekly. APPEs are designed as full-time off-campus experiences under the direction of a preceptor to provide effective and appropriate opportunities for students to practice the profession of pharmacy.

RX 670. Block 3 Advanced Pharmacy Practice Experience. 5.5 Hours.
Students will participate in a total of 6 advanced pharmacy practice experiences (APPE) consisting of 6 weeks each with a minimum of 40 hours weekly. APPEs are designed as full-time off-campus experiences under the direction of a preceptor to provide effective and appropriate opportunities for students to practice the profession of pharmacy.

RX 675. Block 4 Advanced Pharmacy Practice Experience. 5.5 Hours.
Students will participate in a total of 6 advanced pharmacy practice experiences (APPE) consisting of 6 weeks each with a minimum of 40 hours weekly. APPEs are designed as full-time off-campus experiences under the direction of a preceptor to provide effective and appropriate opportunities for students to practice the profession of pharmacy.

RX 680. Block 5 Advanced Pharmacy Practice Experience. 5.5 Hours.
Students will participate in a total of 6 advanced pharmacy practice experiences (APPE) consisting of 6 weeks each with a minimum of 40 hours weekly. APPEs are designed as full-time off-campus experiences under the direction of a preceptor to provide effective and appropriate opportunities for students to practice the profession of pharmacy.

RX 685. Block 6 Advanced Pharmacy Practice Experience. 5.5 Hours.
Students will participate in a total of 6 advanced pharmacy practice experiences (APPE) consisting of 6 weeks each with a minimum of 40 hours weekly. APPEs are designed as full-time off-campus experiences under the direction of a preceptor to provide effective and appropriate opportunities for students to practice the profession of pharmacy.

RX 690. Block 7 Advanced Pharmacy Practice Experience. 5.5 Hours.
Students will participate in a total of 6 advanced pharmacy practice experiences (APPE) consisting of 6 weeks each with a minimum of 40 hours weekly. APPEs are designed as full-time off-campus experiences under the direction of a preceptor to provide effective and appropriate opportunities for students to practice the profession of pharmacy.

RX 699. 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.

(SC) Science

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. Prerequisite(s): MS 132.

SC 106. Introduction to Exercise Science. 3 Hours.
This is an introductory course to exercise science. Topics for the course include acute and chronic physiological responses to exercise, nutrition, biomechanics, and physical fitness. The course also covers concepts related to health and statistics.

SC 109. Introduction to Gardening. 3 Hours.
This course is an introduction to home gardening. In the Husson garden, students experientially learn about planting, growing, and harvesting crops within the framework provided by organic gardening practices. Students also explore gardening as it relates to larger societal issues, such as climate change and food insecurity. No previous gardening experience is assumed.

SC 110. Personal Fitness. 3 Hours.
This course is intended to introduce students of all majors on best approaches to fitness. Appropriately utilizing the concepts of exercise science, students will gain insights on how to develop an individualized exercise program through assessment, design and implementation. Various technologies such as fit-bit, coach's eye, image capture and video will be used to practices fitness concepts. Through an online format this course promotes personal training approaches to improve understandings of fitness. Offering the course in this format allows for students to mimic best fitness approaches such as working out at times that fit the students' schedule, choosing the location of their workout, developing practices that may be utilized and progressed, and keeping a digital record.

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 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 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 Biology. 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.

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 167. Energy and Society. 3 Hours.
This course examines the basic physical principles underlying various energy technologies and develops the quantitative skills necessary to evaluate these technologies. Students present their work in both written and oral form. The end goal of this course is to help students become citizens that have the requisite background and communication skills to intelligently participate in energy policy discussions and decisions. Topics typically include basic scientific literacy and notation, introductory physics (such as force, work, energy, power), circuit analysis, thermodynamics, various energy technologies (fossil fuels, nuclear power, solar, hydroelectric, etc.), and placing these technologies in a broader environmental, social, and economic context. This course includes an integrated laboratory in order to introduce basic laboratory skills. Prerequisite(s): MS 141 or MS 180 or MS 181 or MS 182.

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 190. The Science of Fingerprints. 3 Hours.
This course will allow students to examine every facet of the discipline, from the history of friction ridge identification and its earliest pioneers and researchers, skin growth in the embryo, structure of skin, scarring and histology, the chemistry of sweat and other secretions, to the scientific basis and the various steps of the identification process. The structure and growth of friction skin and how it can leave latent or visible prints are examined, as well as advanced identification methods in ridgeology, including Poroscopy, Edgeoscopy, Pressure Distortion and Complex or Problem Print Analysis. Students will learn how to process porous and non- porous items for friction ridge detail and how to preserve these impressions. Students will take known impressions and practice comparing developed impressions to these known exemplars.

SC 191. General Biology I. 3 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. 3 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 193. Foundational Concepts in Research I. 1 Hour.
This course introduces students to conducting independent research while an undergraduate student at Husson University. Student will visit faculty laboratories and gain an understanding of basic research concepts. Should students elect to participate in the Husson Undergraduate Scholars Program, this course serves as the first foundational course.

SC 199. 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 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. 3 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 191 or SC 192.

SC 213. Sustainability Science Projects. 3 Hours.
This course serves as the capstone project for the sustainability minor. Students will collaborate within multidisciplinary teams to propose and evaluate a solution (or solutions) to a sustainability problem developed by the team or proposed by the instructor. At the end of the semester each team will present its results in the form of a written thesis and an oral presentation. Prerequisite(s): EH 124 and (MS 141 or MS 180 or MS 181 or MS 182).

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 224. 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. 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.

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 for the Health Sciences. 3 Hours.
This course provides a broad understanding of both beneficial and harmful microorganisms and their roles in human welfare, with an emphasis on pathogens. Topics will include the structure, physiology, and control of human pathogens, particularly bacteria and viruses. The associated laboratory course (SL241) provides experience in important techniques of culturing, identifying, and controlling microorganisms. Prerequisite(s): SC 191 and (SC 180 or SC 182) and (MS 141 or MS 180 or MS 181 or MS 182).

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 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. The course has a required night sky/constellation observation component.

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.

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. The course covers fundamental concepts of geology, atmospheric science, and space science.

SC 271. Physics I. 3 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 180 or MS 181.

SC 272. Physics II. 3 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. Environmental Inorganic Chemistry. 3 Hours.
In this course, students obtain an understanding of the fundamental chemistry implicit in the environment. Students also become 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 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. 3 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. 3 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.

SC 287. 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 288. 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 287.

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 191.

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 191 and SC 192.

SC 333. 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 334. General Genetics. 3 Hours.
This class reviews the basic mechanisms of inheritance (Mendelian genetics) and molecular mechanisms of gene expression. The course covers how DNA is organized in chromosomes and how chromosomes behave as cells progress through the cell cycle. Students also examine complex hereditary phenomena such as gene linkage, recombination and epistasis, and explore the sources and consequences of mutation as well as DNA repair mechanisms that normally operate in organisms. Additional topics include how gene expression is regulated, both in prokaryotes and eukaryotes. Students then present on a variety of topics related to genetics. Prerequisite(s): SC 191 and SC 181.

SC 336. Evolution. 3 Hours.
This course provides an overview of the current field of evolutionary biology. In this course students develop a basic understanding of the major topics in evolutionary biology, including: the theory of evolution by natural selection, the history of evolutionary thought, population genetics, sexual and kin selection, evolutionary trees/ phylogenies, how new species arise, and how scientists explain the origin of life on earth and human evolution. In addition, students come to understand how evolution provides a framework for the broader field of biology and how evolutionary theory can be used to address some social issues. Prerequisite(s): SC 191 and SC 192 and SL 191 and SL 192 and SC 334.

SC 340. Anatomical Basis of Kinesiology. 3 Hours.
This course involves studying the mechanics of human body movements and the interrelationships of bones, joints, and muscles. Prerequisite(s): SC 120 or SC 122.

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 182 and SC 191 and SL 191.

SC 353. Principles of Strength and Cardiovascular Conditioning. 3 Hours.
This course provides students with an opportunity to develop an in-depth understanding of the principles of strength training and conditioning. By critically analyzing current research, students utilize an evidence-based approach to develop and justify conditioning programs and techniques for a broad range of sports and activities. Prerequisite(s): SC 340.

SC 354. General Microbiology. 3 Hours.
This course serves as an introduction to the broad field of microbiology with an emphasis on microbial evolution, diversity, and ecology. Topics include cell structure and function, metabolic pathways, genetics, microbial systems, the impact microorganisms have on the environment, and microorganisms of medical and veterinary importance. In the recommended associated laboratory course (SL 354) students apply course concepts to explorations of microbial genetics, systems, and interactions. Prerequisite(s): SC 191 and SC 180 and SC 182 and (MS 141 or MS 180 or MS 181 or MS 182).

SC 356. Nutrition for Health and Exercise Performance. 3 Hours.
This course focuses on the current concepts of nutrition, the integration of these concepts into human health, and the role of nutrition in the enhancement of fitness and exercise performance. Students will be introduced to the underlying biochemical mechanisms of nutrition and apply the evidence-based nutritional information to improve health and exercise performance. Prerequisite(s): SC 222.

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 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 383. Junior Science 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 are also 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 present their proposed research and evaluate other student's research proposals. Prerequisite(s): MS 132.

SC 389. Environmental Sampling and Analysis. 4 Hours.
This course covers the methodology of obtaining, managing, and interpreting the analysis results of environmental media including air, water, groundwater, biological, and soil samples. This course is intended to give the students hands-on training in designing sampling and analysis protocols for a variety of applications. These include preparing a sampling/analysis plan for a research proposal, writing Phase 1 proposals for an engineering firm or laboratory setting, or designing sampling/analysis for a forensics investigation. Jobs in these fields require involvement with some aspect of such work. This class is designed to help students understand how samples are obtained and analyzed and what those reports mean. Quality control and quality assurance policies and procedures are emphasized. Students gain competency in interpreting results so that they can participate in decision-making. Prerequisite(s): MS 132 and SC 181 and SL 181 and SC 182 and SL 182.

SC 390. Biochemical and Molecular Methods. 4 Hours.
This is a combined lecture and lab course that focuses on the theory, techniques, and instrumentation used in the Biochemistry laboratory. The methods covered include gene cloning, protein purification, chromatography, electrophoresis, spectroscopy, centrifugation, nucleic acid structure, protein structure, and PCR. Students apply these methods isolating and characterizing proteins and nucleic acids. Prerequisite(s): SC 352 and SC 381 and SL 381.

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 180 or MS 181) and SC 382 and SL 382.

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 401. Exercise Testing and Interpretation. 3 Hours.
This course explores how fitness assessments can be used to quantify health and performance. Through a variety of hands-on experiences students will utilize statistical approaches to successfully interpret measured values so that a more complete view of an individual's overall health and performance may be gained. Prerequisite(s): SC 222 and SC 340.

SC 402. Exercise Training for Health and Performance. 3 Hours.
The lecture component of the course is aimed at the physical basis and physiological basis for developing and implementing a fitness program. The laboratory component of the course is aimed at program development and program implementation for fitness and/or performance. Utilizing course concepts, students will design and implement an exercise program. Prerequisite(s): SC 222 and SC 401.

SC 403. Prevention and Management of Chronic Disease. 3 Hours.
This course considers the molecular and cellular basis of chronic disease. From biochemistry and immunology perspectives, emphasis will be placed on how exercise and nutrition may be used to prevent and manage chronic disease. Specific conditions discussed will include: obesity, diabetes, hypertension, atherosclerosis, chronic fatigue syndrome and aging. Prerequisite(s): SC 222 and SC 402.

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 435. Advanced Principles of Physiology. 4 Hours.
Physiology is the foundation for the understanding of biological and medical sciences. The purpose of this class is to examine advanced concepts of physiology and how perturbations both physical, chemical and environmental affects systems and connections between systems. Prerequisite(s): SC 221 and SC 222 and SC 291.

SC 450. Physical Biochemistry. 4 Hours.
All biological processes are governed by the same physical and chemical principles that control all chemical reactions. Thermodynamics and, kinetics are core disciplines in the study of biophysical chemistry. This course examines the fundamental concepts of physical chemistry and biophysical techniques to study the biological processes in the cell. Topics include entropy, free energy, kinetics of complex biological reactions, non covalent forces that determine protein and nucleic acid stability (hydrophobic effect, electrostatic interactions and the hydrogen bond). Other topics for the course include the structural organization in nucleic acids and proteins, nucleic acid-protein interactions, and the underlying principles of chemical kinetics and thermodynamics that guides their behavior. Prerequisite(s): MS 182 and SC 285 and SL 285 and SC 286 and SC 352.

SC 481. Senior Science Capstone Project I. 3 Hours.
This course serves as the capstone project for science majors in the School of Science & Humanities. The course provides experiential learning relevant to the student's area of study. Acceptable projects include laboratory or field research, an internship with an approved mentor, research survey or some other project deemed appropriate by the faculty. During the course, students meet periodically with their faculty advisor to plan their progress through the project. At the end of the semester, students present the final results of their research or a summary of their experience in the form of an oral presentation and a written thesis. Prerequisite(s): SC 224 or SC 383.

SC 482. Senior Science Capstone Project II. 3 Hours.
This course serves as a continuation of the science capstone course SC481. Students who wish to continue with their laboratory or field research may elect to take this course. Additionally, students who wish to explore other research projects or internship opportunities may elect to take this course. Students are encouraged to share their final results with the Husson University community and to publish their work in the peer-reviewed literature. Prerequisite(s): SC 481.

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) Science Lab

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 180. Prin of Gen Chemistry Lab I. 1 Hour.
This is a laboratory class.

SL 181. Chemistry Lab I. 1 Hour.
This laboratory course is to be taken concurrently with SC 181. It is designed to reinforce the fundamental chemistry concepts discussed in lecture as well as introduce students to laboratory procedures and the basics of the scientific method.

SL 182. Chemistry Lab II. 1 Hour.
This laboratory course is to be taken concurrently with SC 182. It is designed to reinforce laboratory procedures through the application of concepts in organic chemistry.

SL 191. General Biology Lab I. 1 Hour.
This laboratory course is to be taken concurrently with SC 191. It is designed to reinforce the fundamental biology concepts discussed in lecture as well as introduce students to laboratory procedures and the basics of the scientific method.

SL 192. General Biology Lab II. 1 Hour.
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. 1 Hour.
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 191 or SC 192.

SL 221. Anat/Physiology Lab I. 1 Hour.
This laboratory course is to be taken concurrently with SC 221. It is designed to reinforce the fundamental anatomy and physiology concepts discussed in lecture, with a focus on understanding the organization of the human body at the cellular, tissue, and organ system levels, including epithelial tissues, skin, muscles, nerves, and senses by using models, data collection, and dissections.

SL 222. Anatomy/Physiology Lab II. 1 Hour.
This laboratory course is to be taken concurrently with SC 222. It is designed to reinforce the fundamental anatomy and physiology concepts discussed in lecture, with a focus on major organ systems, such as the respiratory, cardiovascular, digestive, and reproductive systems using models, data collection, and dissections. 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. 1 Hour.
This laboratory course is to be taken concurrently with SC 241. Students will gain experience handling and identifying microorganisms. Several biochemical and microbiological techniques will be learned, including using of a microscope, culturing, plating, and staining. Students will also learn about controlling microbial growth and testing for infection using immunological assays.

SL 242. Biotechnology Lab. 1 Hour.
This is a laboratory class.

SL 271. Physics Lab I. 1 Hour.
Physics Lab I is the hands-on component of SC 271 covering the following topics: force, motion, energy, work, and periodic motion.

SL 272. Physics Lab II. 1 Hour.
Physics Lab II is the hands-on component of SC 272 covering the following topics: electricity, magnetism, and optics.

SL 285. University Physics I (Laboratory). 1 Hour.
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. 1 Hour.
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 287. Organic Chemistry I Laboratory. 1 Hour.
This laboratory course is to be taken concurrently with SC 381 and provides an opportunity to make measurements and observations, critically interpret the collected data, make chemically logical conclusions, and use chemicals in a safe, efficient, and environmentally sustainable manner. Prerequisite(s): SL 182.

SL 288. Organic Chemistry II Laboratory. 1 Hour.
This laboratory course is to be taken concurrently with SC 382 and provides an opportunity to make measurements and observations, critically interpret the collected data, make chemically logical conclusions, and use chemicals in a safe, efficient, and environmentally sustainable manner. Students will also research a natural product and use the acquired knowledge in the extraction and analysis of the material. Prerequisite(s): SL 287.

SL 291. Cell Biology Laboratory. 1 Hour.
This course is the hands-on laboratory component of SC 291 (Cell Biology). It is designed to introduce the techniques used to study cell structure and function. By the end of the semester you should be familiar with cell identification, cell culture, transfection, protein purification, SDS-PAGE, and Western blot procedures.

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 354. General Microbiology Lab. 1 Hour.
This laboratory class will provide students an opportunity to practice microbial techniques including bacterial isolation, culture on various media, and biochemical identification of bacteria. Students will also learn gDNA isolation, 16S rRNA sequencing, and phylogenetics. The course will reinforce microbial systems and how microorganisms interact with each other. Prerequisite(s): SL 191 and SL 180 and SL 182 and (MS 141 or MS 180 or MS 181 or MS 182).

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 399. Topic/. 0-3 Hours.
This course is intended to provide the opportunity to offer 300-level courses in laboratory sciences 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 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) Sport Management

Courses

SM 101. Intro to Sport 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 102. The Business of Esports. 3 Hours.
This course provides an in-depth overview of esport management through an examination of the managerial and business issues associated with the esports industry, including the functions of management, governance, marketing and sponsorship, financial and legal concepts as well as team and player management. A description of the various industry segments and career opportunities for esports is presented. Challenges and managerial responsibilities are also discussed with an interest in developing critical thought processes.

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. Hospitality and Sport Facility Design and Management. 3 Hours.
This course is designed to introduce students to facility design and management in the hospitality and sport industry. The course will investigate theories and concepts utilized in the planning, construction, and management of new and existing hospitality and sport facilities as well as guidelines for evaluating the sustainability and life cycle of existing facilities.

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 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): MK 220.

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 404. ACE Personal Trainer Exam Preparatory. 3 Hours.
This course is designed to give students the knowledge and understanding necessary to prepare for the ACE Personal Trainer Certification Exam and become effective personal trainers. This course presents the ACE Integrated Fitness Training® (ACE IFT®) Model as a comprehensive system for designing individualized programs based on each client's unique health, fitness, and performance goals. The information covered by this course and the ACE IFT Model helps students learn how to facilitate rapport, adherence, self-efficacy, and behavior change in clients, as well as design programs that help clients to improve posture, movement, flexibility, balance, core function, cardiorespiratory fitness, and muscular endurance and strength.

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 441. Outdoor Recreation Programming. 3 Hours.
This course is an examination of the values, principles and methods of program development, management, delivery, and assessment within the outdoor and adventure recreation industry. Additionally, the course will focus on environmental and governmental impact of outdoor and adventure recreation. The basic principles and procedures for developing outdoor recreation programs will be introduced while providing the opportunities to acquire and utilize recreation programming skills through practical application. Prerequisite(s): SM 341.

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) Sociology

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 230. Medical Anthropology. 3 Hours.
This course examines the field of health, medicine, and healthcare through an anthropological lens. Students will learn a new way of thinking about and understanding the healthcare institutions they engage with as patients and practitioners.

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 330. Issues in Medical Anthropology. 3 Hours.
This course undertakes a deeper look at medical anthropology by performing a structural analysis of healthcare, focusing in the United States. It is designed to get students thinking critically about the systems of healthcare with which they engage as patients and, potentially, as future practitioners. Using scholarly articles exclusively, students analyze and integrate sources as they discuss current issues in medicine, such as medicalization, as well as inequalities based on race, immigration and gender. Students lead discussions on weekly academic articles, strengthening their ability to analyze and integrate scholarly sources. Prerequisite(s): SY 222 or SY 230.

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.

(VF) Video/Film

Courses

VF 100. Intro to Video Production. 3 Hours.
This course introduces students to the world of video and digital filmmaking. Students learn the basic skills needed to create high end, broadcast quality video, including shooting, non-linear editing, gathering professional audio, continuity, composition, and workflow management. In order to progress in the Video Production Program, a grade of C+ or higher must be achieved.

VF 105. Video Production I. 3 Hours.
The goal of this course is to build a solid foundation of information and skill level for students interested in video production and digital filmmaking. Video Production I goes beyond basic proficiencies learned through Intro to Video Production or from secondary education. It delves 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. Students take a number of practical exams to demonstrate a base knowledge of overall techniques, skills, and terminology used by industry professionals. Students need to earn a minimum grade of C+ to progress in the Video Production Program. Prerequisite(s): VF 100.

VF 135. Scriptwriting. 3 Hours.
Every great project starts with a concept which needs to be molded into a script. This course starts 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 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.

VF 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): VF 105.

VF 210. Principles of Video and Film. 3 Hours.
Principles of Video and Film explores cinematic principles, production techniques, aesthetics and genres of filmmaking and visual story telling. The course advances particular attention on styles, techniques utilized in Film, Television, and Commercial Productions with focus on theoretical concepts and practical applications utilized in different approaches to these visual art forms. Students analyze impacts of social and cultural changes upon Film, Television, and Commercial products, in a historical and contemporary context. Different multi-cultural visual pieces spanning the range of realism to formalism are explored using in-class screenings and examples.

VF 212. Audio for Video. 3 Hours.
This course is designed to instruct students in the acquisition, control, processing and purpose of audio in video production and digital filmmaking. Students learn the technology, techniques and requirements for adding additional audio soundtracks to raw digital video footage as well as proper editing techniques. This course covers a wide array of audio topics including: microphone dynamics and designs, placement, audio acquisition, mixing techniques for mono, stereo, and basic 5.1 surround sound, sound effects, dynamics processing, multiple microphone mixing, basic ADR and Foley acquisition and applications. Prerequisite(s): VF 105.

VF 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): VF 105.

VF 234. Advanced Lighting for Digital Film Making. 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 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. Students need to earn a minimum grade of C+ to advance in the Video Production Program. Prerequisite(s): VF 205.

VF 239. Electronic News Gathering. 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): VF 105.

VF 243. Video Compositing & Motion Graphics I. 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): VF 105.

VF 245. Photography I. 3 Hours.
This course centers on a method known as Straight Photography. This approach grew in popularity at the beginning of the 20th Century; a variety of artists established and strengthened the medium as an art form. Through lectures and hands-on learning, students are provided with the basic understanding of how to operate a still single-lens reflex camera. Other topics include lens selection, lighting, color temperature, and the digital darkroom. Technology does not define this course. Cameras and software function as tools just like a canvas and brush is to a painter. Students are encouraged to develop a personal, expressive style in addition to mastering a range of practical photographic techniques in assembling a cohesive, meaningful, exhibition-quality portfolio. There are six projects designed to enhance your critical thinking skills, as well as help you discover your own unique approach to photography.

VF 248. Filmmaking Development & Pre-production. 3 Hours.
This course provides students with an overall concept of the process and the role of the producer when creating a film. Students examine the role of the independent producer focusing on narrative filmmaking. Guest speakers cover other topics that independents face in production to give students an idea of the similarities and differences between the types of media production. Location surveying, scripts, budgeting, and client communication skills are all important facets every producer needs to learn. The class uses industry standard software to analyze, schedule, and budget a script for production.

VF 299. Topic/. 3 Hours.
This course listing is intended to provide the opportunity for faculty to offer courses of interest in Video /Film Production that would not normally be part of the University curriculum. Prerequisite(s): VF 243.

VF 315. Cinematography. 3 Hours.
Through various exercises, students learn how film and television productions utilize digital cinematography techniques with different types of cameras. Students 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): VF 248 and VF 234.

VF 322. Advanced Editing for Digital Filmmaking. 3 Hours.
In this course, students learn the art of integrating video, graphics, and music into one final seamless product. Students also learn about codecs, formats, file structure, and distribution. Course topics include 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 challenges students to perform at an elevated level through the creative use of industry standard tools. Students will need to earn a "C+" or higher to advance in the Video Production Program. Prerequisite(s): VF 234 and VF 243.

VF 325. TV Studio/Remote Production II. 3 Hours.
The skills acquired in VF 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 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): VF 224 and VF 243.

VF 330. Video/Film Production Internship. 3-9 Hours.
This experiential course is a supervised work experience with participating employers for Video/Film Production students. It provides for the application of classroom learning in a professional work environment.

VF 338. Camera in Motion. 3 Hours.
Having set a foundation of solid production and story-telling skills in earlier video courses, students will now put their camera into motion as a dynamic method of further manipulating the viewing. This course introduces many industry standard platforms and techniques for creating motivated camera moves that lead the characters and audience purposefully through a scene. Students will study safety and proper operation of dolly systems, Steadicams, jibs, 3-axis gimbal platforms and use handheld techniques, as well as learn “why and when” to you use each platform appropriately within a narrative storyline. Students' cinematography will have a new sense of professionalism as the camera comes alive in this platforms-based course. Prerequisite(s): VF 234 and VF 205.

VF 342. Video Compositing & 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 learn techniques of motion tracking, rotoscoping, advanced virtual camera movement and photogrammetry. With this knowledge, students create realistic composites and special effects. The finer details of more familiar programs such as Photoshop and After Effects are expanded upon as Maxon’s Cinema 4D is introduced. The goal of this course is to take previously learned techniques for creating news graphics and expand that skillset for use in digital filmmaking.

VF 345. Photography II. 3 Hours.
In this advanced level photography course students apply knowledge and technique learned in VF 245 / FA 110. Through lecture and hands-on labs, students learn about raw acquisition, handheld light meters, strobes, wireless triggers, types of lights and lighting setups. Styles of photography covered include portrait, commercial, public relations and marketing related efforts. Image manipulation using Photoshop and printmaking is also covered in this course. Prerequisite(s): VF 245 or FA 110.

VF 425. TV Advanced Remote. 3 Hours.
This course continues to build and advance the professional career skills developed in VF 325. Students lead in managing and operating live remote productions, focusing on athletic events, concert productions, variety productions and other live productions. Principles of managerial practices, engineering, and operations, as well as direct operational standards and practices that are utilized throughout the global industry are at the foundation of the course. This demanding course requires strong interpersonal skills, and fosters managerial, engineering, and operational knowledge. Prerequisite(s): VF 325.

VF 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. Students produce, script, shoot and edit all aspects of the selected project and then assist in its mass production and distribution. This collaborative undertaking requires the skill sets acquired throughout the Video Production Program. Prerequisite(s): VF 322 and VF 338.

VF 499. Topic/. 3 Hours.
Students will journey farther into the world of film and video, more fully immersed in many aspects of this creative environment introduced and explored in other areas of the VF program. Content, topics and experience are considered and refined as trends both culturally and socially transform in contemporary society, as well as correlating with time honored historical archetypes.

(XR) Extended Reality

Courses

XR 100. XR Research Practicum I. 1-3 Hour.
Students obtain a hands-on experience engaging the functionality of extended reality (XR). While learning XR principles, experiential learning components of the course include assisting active XR projects, researching, organizing, and repairing XR equipment, as well as providing project and lab support.

XR 177. Extended Reality I. 3 Hours.
Students are introduced to the foundational principles of extended reality (XR) including the key technological and physiological elements of XR. Focus is given to consumer XR and the key concepts which differentiate XR from other media technologies. Students explore XR through hands-on experimentation with important virtual and augmented reality technology. A portion of the class is dedicated to applying XR technology to a real-world project and presenting the results.

XR 200. XR Research Practicum II. 1-3 Hour.
Students perform hands-on extended reality (XR) support. Tasks include assisting active XR projects, organization of XR equipment, repair of XR equipment, researching XR equipment and principles and general project and lab support functions. Prerequisite(s): XR 100.

XR 277. Extended Reality II. 3 Hours.
Students review the foundational principles of extended reality (XR) and explore intermediate applications in a variety of fields that rely on XR technology and techniques. Focus is given to wearable XR technology for enterprise and the fundamental differences between technology solutions. Students will explore XR through hands-on experimentation with intermediate level virtual and augmented reality technology. A portion of the class is dedicated to applying XR technology to a real-world project and presenting the results. Prerequisite(s): XR 177 and GV 292.

XR 377. Extended Reality III. 3 Hours.
Students review the foundational and intermediate principles of extended reality (XR) and explore intermediate applications in a variety of fields that rely on XR technology and techniques. Focus is given to non-wearable XR technology for entertainment and enterprise and exploration fundamental differences between technology solutions. Students explore XR through hands-on and virtual experimentation with advanced level XR technology. A portion of the class is dedicated to applying XR technology to a real-world project and presenting the results. Prerequisite(s): XR 100 and XR 277.

XR 477. Extended Reality Capstone. 3 Hours.
Students apply XR principles and technology to an advanced real-world project and present the results to colleges, Husson faculty and members outside of the University. Focus is given to implementation, simplicity and viability of the XR solution. Course is only open to XR majors at senior standing.

ACADEMIC CALENDAR

2022-2023

On Campus Programs and Online Graduate Nursing

Fall 2022 15-Week Session

Dates	Day of Week	Description
August 29	Monday	Classes Begin
September 05	Monday	Labor Day - No Classes
August 29 - September 06	Monday - Wednesday	Add/Drop - No refunds after add/drop
October 10 - October 11	Monday - Tuesday	Fall Break - No Classes
October 21	Friday	Mid-Term - Last day to withdraw with a 'WW'
October 31 - November 04	Monday - Friday	Registration Advising
November 04 - 13	Friday – Sunday	Student Online Registration
November 14 - 18	Monday – Friday	Registration Advising
November 23 - 25	Wednesday – Friday	Thanksgiving Break
December 12	Monday	Last Day of Classes
December 13 - 16	Tuesday - Friday	Final Exams

Winter 2023 3-Week Session

Dates	Day of Week	Description
December 26 - January 15	Monday - Sunday	Winter Session Classes
December 27	Monday	Add/Drop Ends - No refunds after add/drop

Spring 2023 15-Week Session

Dates	Day of Week	Description
January 17	Tuesday	Classes Begin
January 17 - 24	Tuesday - Tuesday	Add/Drop - No refunds after add/drop
March 03	Friday	Mid-Term - Last day to withdraw with a 'WW'
March 06 - 10	Monday-Friday	Spring Vacation
March 20 - 24	Monday - Friday	Registration Advising
March 24 - April 02	Friday - Sunday	Student Online Registration
April 03 - 07	Monday - Friday	Registration Advising
May 01	Monday	Last Day of Classes
May 02 -05	Tuesday - Friday	Final Exams
May 06	Saturday	Commencement

Summer 2023

Dates	Day of Week	Description
May 08	Monday	Summer Sessions Begin
May 09 - May 26	Monday - Friday	May Term
May 08 - June 23	Monday - Friday	Session I
May 31	Monday	Memorial Day - No Classes
July 04	Tuesday	Independence Day - No Classes
July 03 - August 18	Monday - Friday	Session II
August 18	Friday	Summer Sessions End
Add/Drop Information	1 to 3-Week Classes	Add/Drop Period Ends on First Day of Class - No refunds after add/drop
Add/Drop Information	7-Week Sessions or Longer	Add/Drop Period Ends First Friday of Session - No refunds after add/drop

Fully Online Programs

2022-2023 Term 1 - 7-Week Session

Dates	Day of Week	Description
September 05	Monday	Classes Begin
September 05 - September 09	Monday - Friday	Add/Drop - No refunds after add/drop
September 30	Friday	Mid-Term - Last day to withdraw with a 'WW'
October 23	Sunday	Classes End

2022-2023 Term 2 - 7-Week Session

Dates	Day of Week	Description
October 31	Monday	Classes Begin
October 31 - November 4	Monday - Friday	Add/Drop - No refunds after add/drop
November 25	Friday	Mid-Term - Last day to withdraw with a 'WW'
December 18	Sunday	Classes End

2022-2023 Term 3 - 7-Week Session

Dates	Day of Week	Description
January 23	Monday	Classes Begin
January 23 - January 27	Monday - Friday	Add/Drop - No refunds after add/drop
February 17	Friday	Mid-Term - Last day to withdraw with a 'WW'
March 12	Sunday	Classes End

2022-2023 Term 4 - 7-Week Session

Dates	Day of Week	Description
March 20	Monday	Classes Begin
March 20 - March 24	Monday - Friday	Add/Drop - No refunds after add/drop
April 14	Friday	Mid-Term - Last day to withdraw with a 'WW'
May 7	Sunday	Classes End

2022-2023 Term 5 - 7-Week Session

Dates	Day of Week	Description
May 15	Monday	Classes Begin
May 15 - May 19	Monday - Friday	Add/Drop - No refunds after add/drop
June 9	Friday	Mid-Term - Last day to withdraw with a 'WW'
July 2	Sunday	Classes End

2022-2023 Term 6 - 7-Week Session

Dates	Day of Week	Description
July 10	Monday	Classes Begin
July 10 - July 14	Monday - Friday	Add/Drop - No refunds after add/drop
August 4	Friday	Mid-Term - Last day to withdraw with a 'WW'
August 27	Sunday	Classes End

BOARD OF TRUSTEES

John M. Rohman '77, Chair of the Board

Retired President & CEO, WRBC Architects-Engineers

Daniel R. Hutchins '83, Vice Chair of the Board

Retired Accountant, Price Waterhouse Cooper

Robert A. Clark, Ph.D., CFA

President and CEO Husson University

Albert W. Allen '86

Co-owner/VP & CFO, ABM Mechanical Inc.

Earl C. Black

Regional Vice President, The Masiello Group

John P. Boucher '66

Retired President & CEO, Stalee's Inc.

Brock R. Bradford '10

President, NETCo Inc.

Susan A. Carlisle

Civic Leader and Volunteer

Daniel B. Coffey '72

Retired President & CEO, Northern Light Acadia Hospital

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

Jaclyn Fish '05

Community Relations Manager, Vice President, Bangor Savings Bank

Arthur D. Fuller '66 Hon '96

Retired President, Bowater Inc., Newsprint

Ross Y. Furman '72

CFO Lincoln Capital

Hon. Phillip E. Harriman '77

Founding Partner, Lebel & Harriman, LLP

Kenneth A. Hews

Retired Executive Vice President, Northern Light Health

Kelli L Theriault Hutchins

Civic Leader

Deborah Carey Johnson '87 Hon '10

Retired President & CEO, Northern Light Health

Michael Kamorski, EdD

Associate Professor, Faculty Trustee

Bradley Libby, '13

Owner, Performance Physical Therapy

Mary Prybylo, RN, MSN, FACHE '14, H'10

Covenant Sr. VP, President of St. Joseph Hospital

Ruth B. Purtilo

Professor of Ethics, MGH Institue of Health Professions

Robert J. Ronan '79

Retired, Senior Vice President, Fidelity Investments

Hon. W. Tom Sawyer, Jr.

Entrepreneur/Philanthropist

Irving Schneider, '68

Retired President, Providence Campus - Johnson & Wales University

Will Taylor, '99

Owner, Elscott Manufacturing, LLC

Richard C. Trott, Jr. '65

President, Trott Real Estate & Forest Products

Randall L. Wadleigh '87

President, Governor's Restaurants

Betsy M. Webb, '83

Libra Professor of Educational Leadership, University of Maine

Ryan Wheelock, '22

Student Trustee

Tracey L. Whitten, '92

Owner, Black Bear Inn and Conference Center

Michael Williamson '83

Retired Army, Lieutenant General

TRUSTEE EMERITI

William H. Beardsley

Diana B. Beaudoin

John W. Bragg

Richard E. Dyke '58. '76

Thomas C. Johnston

Carol C. Kanar

George J. Lambert '66

Leo M. Loiselle '63

ADMINISTRATION

UNIVERSITY OFFICERS AND SENIOR STAFF

Robert Clark, President, Chief Executive Officer

Lynne Coy-Ogan, Senior Vice President for Academic Affairs & Provost

Thomas Welch, Vice President for Finance & Administration

Sarah Robinson, Vice President for Advancement

Frank Pergolizzi, Athletic Director

Janet Kelle, Chief Human Resource Officer

Pamela Kropp-Anderson, Dean of Student Life

Michael Fox, Vice President of Enrollment Management

UNIVERSITY ACADEMIC DEANS

Phillip Taylor III, Dean of the College of Science and Humanities

Marie Hansen, Dean of the College of Business

James Nash, Dean of the College of Health and Pharmacy

Matthew Holsapple, Dean of Student Success

UNIVERSITY STUDENT SERVICES

Travis Allen, Assistant Provost for Accreditation and Assessment

Amy Arnett, Associate Provost, Online and Distance Education

Charlie Wakeling, Interim Director of Institutional Research

Taryn Carson, Director of Academic Services

David Casavant, Associate Provost for Academic Affairs

Garth Cormier, Associate Vice President for Information Resources

Richelle Davis, University Librarian

Nancy Fenders, Registrar

Christopher Grotton, Associate Vice President of Safety and Security

Michael Fox, Director of International Admissions

Troy Moorehouse, Associate Dean of Student Life

Melissa Rosenberg, Director of Admissions

Anne Tabor, Director of Financial Aid

Amber Timms, Student Accounts Manager

James Westhoff, Director of Career Services

FACULTY

College of Business

Carolyn Adams 2022

"BA, Loyola Marymount University"

"J.D., University of Maine School of Law"

Lawrence Ayotte 2014

"BA S., University of Maine Augusta"

"MA, Savanna College of Art and Design"

Theresa Ayotte 2020

"BFA, Kansas State University"

"MA, Savannah College of Art and Design"

Christopher Bruce 2019

"BS, Northeastern University"

"MS, Tiffin University"

Michael Camire 2022

"BS, Husson University"

"MBA, Husson University"

Margaret Campbell 2012

"BA, University of Maine"

"J.D., University of Maine School of Law"

Cristanna Cook 1991

"BS, University of Maine"

"MS, University of Maine"

"Ph.D., University of Tennessee"

Steven Cunningham 2016

"BA, University of South Florida"

"MS, Florida State University"

"Ph.D., Florida State University"

Spiro Doukas 2020

"BS, State University of New York Empire State College"

"MS, State University of New York Maritime College"

"Ed.D., United States Sports Academy"

Robert Duron 2005

"B.BA, Texas A&M University Commerce"

"MS, University of Texas"

"Ph.D., Capella University"

Richard Fabri 2012

"BS, Northeast University"

MSEd. University of Miami

"Ph.D., University of Maine"

Eric Ferguson 2014

"BM, Berklee College of Music"

"MM, California State University"

William Finger 2022

"BA, University of North Carolina"

"MFA, Rochester Institute of Technology"

Edward Goguen 2014

"BS, New England School of Communications"

"MSEd., University of New England"

Douglas Guerrette 2018

"BS, Bryant University"

"MBA, Southern New Hampshire University"

Marie Hansen 2003

"BA, University of Maine"

"Ph.D., The Chicago School of Professional Psychology; J.D. University of Maine School of Law"

Jeffrey Hope 2014

"BS, Emerson College "

"MA, University of Memphis"

Dajung Jun 2022

"BA, University of California"

"MA, Michigan State University"

"Ph.D., Michigan State University"

Michael Kamorski 2014

"BS, University of Massachusetts"

"MS, US Army Command and General Staff College and University of Montana"

"Ed.D., Nova Southeastern University"

Michael Knupp 2010

"BS & BA, University of Maine"

"MS, Boston University"

Ph.D.(c) Dakota State University

Jia Liu 2016

"BA, Beijing Jiaotong University"

"MS, University of Kansas & MS, Chinese Academy of Sciences"

"Ph.D., University of Kansas"

Scott Loiselle 2014

"B.M.-SRT, University of Massachusetts"

"MS, Indiana University Purdue University "

John Michaud 2008

"BA, St. Francis College (now University of New England)"

"MA, Webster University & MA, Naval War College"

Paul Morrow Sr. 2008

"BS, University of Maine"

"J.D., Franklin Pierce Law Center"

Mark Nason 2014

"BS, New England School of Communications"

"M.Ed., Husson University"

Jay Pelletier 2022

"BA, University of Southern Maine"

"MS, Husson University"

Lori Perez 2021

"BS, Westfield State College"

"MS, Central Connecticut State University"

J. Nancy Roberts 2014

"BA, Central Connecticut State University"

"MBA, Husson University"

Stephanie Shayne 2010

"BA, Colby College"

"MBA, Duke University"

"Ed.D., Northeastern University"

James Shimko 2019

"BM, Youngstown State University"

"MBA, Youngstown State University"

"DBA, Walden University"

Joshua Small 2014

"BS, New England School of Communications"

"M.Ed., Husson University"

Lee Speronis 2008

"BS, Tampa University"

"J.D., Stetson University"

Lisa Sturgeon 2022

"BS, Business Administration"

"MS, Husson University"

Scott Traylor 2003

"BS, Drexel University"

"MBA, Husson University"

Steven Vachon 2014

"BA, University of Maine"

"M.Ed., Husson University"

Rodney Verrill 2014

"BS, New England School of Communications"

Brien Walton 2017

"BA, University of the District of Columbia"

"MA, ALM, Harvard University and M.S.Ed, University of Pennsylvania"

"Ed.D., University of Pennsylvania, J.D. University of the District of Columbia, LLM in taxation Georgetown University"

Belinda Wee 2012

"BS, Purdue University"

"MA, University of Minnesota & MBA, Husson University"

"Ph.D., University of Minnesota"

Frank Welch 2014

"BS, New England School of Communications"

"M.Ed., Husson University"

J. Douglas Wellington 2002

"BA, University of Pennsylvania"

"MBA, New York University & MBA, Wharton Graduate School "

J.D. Rutgers University and LLM in taxation New York University

Evan Wigton-Jones 2018

"BA, Boston University"

"MA, Boston University"

"Ph.D., University of California"

Brave Williams 2014

"BA, University of Maine"

"MFA, University of Alabama"

Gerald Wright 2006

"BS, University of Cincinnati"

"Ph.D., Capella University"

CoHP

Samuel "Caito, III" 2017

"BS, University of Rochester"

"Ph.D., University of Rochester"

Shuhua Bai 2009

"BS, Shenyang Pharmaceutical University"

"MS, Shenyang Pharmaceutical University "

"Ph.D., Shenyang Pharmaceutical University "

Sarah Bedi 2020

"BSN, Mississippi University for Women"

N/A

"BSN-DNP, University of Mississippi Medical Center School of Nursing"

Kimberly Davis 2003

"BS, University of New England"

MSO.T. University of New Hampshire

"OTD, Rocky Mountain University of Health Professions"

Annette DeRoche 2018

"BSN, University of Massachusetts"

"MSN, St. Joseph College"

"DNP, Capella University"

Conrad Dhing 2009

"BS, Northeast Louisiana Universtiy"

"Ph.D., The University of Louisiana at Monroe"

Aaron Domina 2009

"BS, Worcester Polytechnic Institute"

"Ph.D., Dartmouth College"

Patricia Eldershaw 2017

"BSN, University of Maine BA, McMaster University"

"MA, Acadia University"

"Ph.D., Unveristy of Waterloo"

Thomas Frail 2018

"BS, Husson University"

"Pharm.D., Husson University"

Lauren Fysh 2022

"BS, Husson University"

"MS, Husson University"

Daya Gupta 2021

"BS, University of Medical Sciences, New Delhi"

"MD, JIPMER, Pondicherry, India"

"Ph.D., State University of New York"

Angela Hartsig 2018

"BS, University of Michigan"

"Pharm.D., University of Michigan"

Megan Harvey 2021

"BS, University of Maine"

Katey Howland 2014

"BS, University of New England"

"MS, University of New England"

"Ed.D., University of St. Augustine"

Chad Howland 2017

"BS, Lyndon State College"

"MS, University of Vermont"

"D.Sc., Andrews University; DPT, University of St. Augustine"

Karen Huhn 2016

"BS, Northeastern University"

"MS, University of Medicine and Dentistry"

"Ph.D., University of Medicine and Dentistry"

Muhammad Delwar Hussain 2022

"B.Pharm, University of Dhaka"

"M.Pharm, University of Dhaka"

"Ph.D., University of Alberta"

Shannon James 2020

"BS, The University of Kansas"

"Pharm.D., The University of Kansas"

Diane Jenks 2017

"BSN, St. Petersburg College"

"MSN, Western Governors University"

Jessica Johnson 2022

"Pharm.D., University of Louisiana"

Cavenaugh Kelly 2014

"BS, University of Southern Maine"

"MS, Lewiston Auburn College"

"Ph.D., University of Maine"

Ellen King 2020

"BSN, Oklahoma, Panhandle State University"

"MSN, Austin Peay University"

"DNP, American Sentinel University"

Drew Lambert 2013

"Pharm.D., University of Buffalo"

Stephanie Laprino 2017

"BS, Husson University"

"MSPT, Husson University "

"DPT, Husson University"

William Lindblad 2008

"BS, University of Maine"

"MS, Cleveland State University"

"Ph.D., University of Rhode Island"

Lindsay McAlpine

"BSN, Husson University"

"MSN, Husson University"

Peter McLean 20419

"BS, Husson University"

"Pharm.D., Husson University"

Daniel Mickool 2021

Alicia Murray 2017

"BSN, University of Maine"

"MSN, St. Joseph College"

"DNP, Quinnipiac University"

Emily Mushrall 2020

"BS, Husson University"

"MS, Husson University"

James Nash 2021

"BS, University of Kentucky"

"Pharm.D., Mercer University"

Mary Elizabeth Patnaude 2022

"BA, University of Connecticut"

"MS, Columbia University"

"DHSc, University of Indianapolis"

Valerie Sauda 2014

"BA, University of Southern Maine"

"MSN, University of Southern Maine"

"Ph.D., University of Maine"

Amanda Savage 2019

"BS, University of New England and University of Southern Maine"

"M.Ed., University of Maine"

"DNP, University of St. Augustine for Health Sciences"

Wayne Scott 2009

"BA, University of Delaware"

"MPT, University of Delaware"

"Ph.D., University of Delaware"

Stephanie Seeley-Bishop 2022

"BSN, Husson University"

"MSN, Husson University"

Ben Sidaway 1996

"B.Sc., Loughborough University of Technology"

"MA, University of North Carolina - Chapel Hill & MSP.T. Husson College"

"Ph.D., Penn State University"

Sondra Siegel 1998

"BA, University of California at Berkeley & BS, Washington University"

"Ph.D., Emory University"

James Singletary 2015

"BS, University of Florida"

"R.Ph., University of Florida"

Michelle Slike 2022

"BS, Husson University"

"MHA, St. Joseph's College"

"DPT, Husson University Ed.D., Liberty University"

Kelsie Snow 2019

"BS, Husson University"

"Pharm.D., Husson University"

Kimberly Steinbarger 2008

"BS, Daemen College "

"MHS, University of Indianapolis"

"DHSc, Drexel University"

Tricia VanKirk 2022

"BS, University of Maine"

"MS, University of Maine"

"Ph.D., University of Maine"

Jill Vaughn 2019

"BS, University of Rhode Island"

"MSN, University of Rhode Island"

Cassandra White 2013

"Pharm.D., Albany College of Pharmacy and Health Sciences"

Tianzhi Yang 2009

"BS, Shenyang Pharmaceutical University"

"MS, Shenyang Pharmaceutical University"

"Ph.D., Peking University"

College of Science and Humanities

Phillip "Taylor, III" 2021

"BA, East Stroudsburg University"

"MS, East Stroudsburg University and MBA, , Ohio University"

"Ph.D., Ohio University"

Therese Anderson 2010

"BS, University of Maine"

"MS, University of Maine"

Karl Bishop 2008

"BA, Western State College"

"Ph.D., Syracuse University"

Robert Brooks 2009

"BS, University of Idaho"

"MS, University of Wisconsin"

"Ph.D., Washington State University"

Maria Cahill 2014

"BA, University of Washington"

"MA, Southern University"

"Ph.D., University of Wisconsin"

Seth Davis 2021

"BS, Linfiled College"

"MS, Western Illinois University"

"Ph.D., Washington State University"

Deborah Drew 2007

"BS, University of Maine"

M.Ed. University of Maine

"Ed.D., University of Maine"

Rebecca Edelman 2021

"BS, Arizona State University"

"M.Ed. Arizona State University, MA, Wake Forest University"

Ph.D. University of Wyoming

Sarah Fucillo 2021

"BS, Thomas College"

"MS, University of South Alabama"

"Ph.D., Auburn University"

Daya Gupta 2021

"BS, University of Medical Sciences, New Delhi"

"MD, JIPMER, Pondicherry, India"

"Ph.D., State University of New York"

Clifton Guthrie 2007

"BS, Duke University"

M.Div. Emory University

"Ph.D., Emory University"

Reuven Hanna 2022

"BA, South Dakota State University"

"MS, South Dakota State University"

"Ph.D., South Dakota State University"

Irene Haskins 2007

"BS, Eastern New Mexico University"

"MS, University of Colorado"

Shelby Helwig 2022

"BS, Lock Haven University"

"MA, University of Maine"

Jonathan Houck 2022

"BS, Liberty University"

"MS, Liberty University"

"Ph.D., University of New Mexico"

Mark Hundhammer 2020

"BA, University of California, Chico"

"MS, University of Wisconsin, Stevens Point"

Raymond Kennard 2016

"BS, Ithaca College"

"Ph.D., University of Maine"

Madeline Lallo 2019

"BS, University of Cincinnati"

"MS, University of Cincinnati"

Scott Lambert 2013

"BS, University of Maine Farmington"

"MA, State University of New York"

"Ph.D., University of Montana"

Astrid Lassila Smith 2018

"BA, University of Massachusetts"

"MA, Teachers College Columbia University"

"Ph.D., Teachers College Columbia University"

Deborah Mangion 2014

"BA, University of Southern Maine"

"MS, University of Maine"

"Ph.D., University of Maine"

Elisabeth Marnik 2020

"BS, Central Connecticut State University"

"Ph.D., Tufts University"

Austin McGrath 2022

"BA, Ohio University"

"MA, Ohio University & MA, Bowling Green State University"

"Ph.D., Bowling Green State University"

Tracy Meyer 2022

"BS, Texas State University"

"MS, Texas State University"

Evan Mooney 2021

"BA, Kent State University"

"MA, MAT, Kent State University"

"Ph.D., Kent State University"

Andrew Moore 2022

"BS, University of Delaware"

"MS, William Paterson University"

Robert Northington 2018

"BS, Longwood University"

"MS, University of North Carolina-Greensboro"

"Ph.D., Virginia Polytechnic Institute and State University"

Erin Owen 2008

"BS, Wellesley College"

"MS, Scripps Institution of Oceanography"

"Ph.D., University of Maine"

Matthew Pifer 2006

"BA, AIMA, College"

"MA, University of Oklahoma"

"Ph.D., University of Oklahoma"

M. Jay Polsgrove 2016

"BS, Indiana University"

"MS, Indiana University"

"Ph.D., Indiana University"

David Prescott 2011

"BA, Bowdoin College"

"MA, University of Nebraska"

"Ph.D., University of Nebraska "

Emilia Purington 2021

"BA, Manhattan College"

"MS, University of Maine"

"Ph.D., University of Nebraska "

Ryan Roderick 2018

"BA, Drexel University"

"MA, University of Maine "

"Ph.D., Carnegie Mellon University"

Lauren Schulte 2022

"BS, James Madison University"

"Ph.D., Florida State University"

Kathi Smith 2014

"BFA, University of Southern Maine"

"MFA, University of New Hampshire"

Rachelle Smith 2009

"BA, University of Maine"

"Ph.D., University of Maine"

Clinton Spaulding 2010

"BA, University of Maine"

"MA, University of Maine"

Jamie Stern 2016

"BS, University of Maine"

"MS, University of Saint Joseph"

"DHSc, AT Still University"

Jeri Stevens 2013

"BS, University of Maine"

"M.Ed., University of Maine"

"Ph.D., Capella University"

Thomas Stone 2009

"BS, United States Naval Academy"

"MS, University of Wisconsin"

"Ph.D., University of Maine "

Anne Marie Stroian 2021

"MS, Technical University of Civil Engineer - Romania"

Shelly Tennett 2008

"BS, University of Maine"

"M.Ed., University of Maine"

"Ed.D., University of New England"

Roberta Trefts 2014

"BS, Grand Valley State University"

"MS, Swinburn University of Technology"

Julia Upton 2010

"BA, University of Alabama"

"MA, University of Alabama"

"Ph.D., University of Alabama"

LeeAnne Wilson 2003

"BA, Pomona College"

"M.Ed., Cambridge College"

"Ed.D., University of Maine"

Gregory Winston 2001

"BA, Colgate University"

"MA, University of Delaware"

"Ph.D., University of Delaware"

Donald Withers 2008

"BS, Syracuse University"

"Ph.D., University of California Berkeley"

ARCHIVED CATALOGS

2012-2013 Catalog Web PDF
2013-2014 Catalog Web PDF
2014-2015 Catalog Web PDF
2015-2016 Catalog Web PDF
2016-2017 Catalog Web PDF
2017-2018 Catalog Web PDF
2018-2019 Catalog Web PDF
2019-2020 Catalog Web PDF
2020-2021 Catalog Web PDF
2021-2022 Catalog Web **PDF**

INDEX

#

3D Modeling and Motion Design ... 112

A

A.S. University Studies ... 62
AB ... 211
AC ... 211
Academic Calendar ... 314
Academic Policies ... 11
Accreditation ... 7
Administration ... 318
Admissions ... 18
Adult Gerontology Acute Care Nurse Practitioner ... 155
Adult Gerontology Acute Care Nurse Practitioner ... 156
Advanced Live Sound Production ... 112
Advanced Music Production ... 112
Advanced Post Production ... 113
AE ... 213
Archived Catalogs ... 326
Army R.O.T.C. ... 87
Athletic Administration ... 118
Audio Engineering ... 113

B

B.S. Accounting ... 47
B.S. Accounting/M.B.A. ... 49
B.S. Audio Engineering ... 98
B.S. Biology ... 173
B.S. Biology - Biochemistry ... 174
B.S. Biology - Environmental Science ... 175
B.S. Business Administration ... 51
B.S. Business Administration/M.B.A. ... 53
B.S. Conservation Law ... 69
B.S. Criminal Justice ... 71
B.S. Criminal Justice - National/Corporate Security ... 73
B.S. Criminal Justice - National/Corporate Security/M.S.C.J.A. ... 78
B.S. Criminal Justice - Psychology ... 74
B.S. Criminal Justice - Psychology/M.S.C.J.A. ... 80
B.S. Criminal Justice/M.S.C.J.A. ... 77
B.S. Educational Studies - Elementary Education ... 183
B.S. Elementary Education (K-6) ... 178
B.S. English ... 186
B.S. Exercise Science ... 187
B.S. Extended Reality ... 88
B.S. Financial Planning ... 57
B.S. Financial Planning/M.B.A. ... 59
B.S. Forensic Science ... 82
B.S. Graphic/Visual Design ... 102
B.S. Health Sciences ... 188
B.S. Healthcare Administration and Public Health ... 190
B.S. Healthcare Administration and Public Health/M.B.A. ... 191
B.S. Healthcare Administration and Public Health/M.B.A. - Healthcare Mgmt ... 192
B.S. Hospitality & Tourism Management ... 62
B.S. Hospitality & Tourism Management - Sales and Marketing ... 63
B.S. Hospitality & Tourism Management - Small Business Entrepreneurship ... 64
B.S. Hospitality & Tourism Management/M.B.A. ... 64
B.S. Integrated Technology - Computer Information Technology ... 89
B.S. Integrated Technology - Computer Information Technology/M.B.A. 90
B.S. Integrated Technology - Software Development ... 92
B.S. Integrated Technology - Software Development/M.B.A. ... 93
B.S. Integrated Technology - Web Development & Design ... 94
B.S. Integrated Technology - Web Development & Design/M.B.A. ... 95
B.S. Legal Studies - Pre Law ... 84
B.S. Liberal Studies (Individualized Program of Study) ... 193
B.S. Marketing ... 107
B.S. Marketing Communications ... 108
B.S. Marketing Communications/M.B.A. ... 110
B.S. Mass Communications ... 103
B.S. Nursing ... 134
B.S. Pre-Medicine ... 194
B.S. Professional Communications ... 196
B.S. Psychology ... 198
B.S. Psychology/M.S. Clinical Mental Health Counseling ... 199
B.S. Psychology/M.S. School Counseling ... 200
B.S. Secondary Education ... 179
B.S. Sport Management ... 66
B.S. Sport Management/M.B.A. ... 67
B.S. Video/Film Production ... 106
BA ... 216
Biology ... 173
Board of Trustees ... 316
BR ... 224
BS. Criminal Justice/B.S. Psychology ... 75

Business Administration 50
Business Analytics 119
Business and Professional Studies 57

C

Center for Student Success 35
Certificate 50
Certificate - Advanced Civil Practice Paralegal 86
Certificate - Advanced Criminal Practice Paralegal 86
Certificate - Animal-Assisted Therapy 202
Certificate - Applied Mental Health 202
Certificate - Business Administration 60
Certificate - Business Analytics 121
Certificate - Competitive Intelligence 60
Certificate - Conservation Law Enforcement 71
Certificate - Counter Terrorism & Security 81
Certificate - Criminal Justice 81
Certificate - Diversity, Equity, and Inclusion 194
Certificate - Elementary Education (K-6) 184
Certificate - Entrepreneurship 61
Certificate - ESports 68
Certificate - Executive Nursing Business Management 121
Certificate - Extended Reality 89
Certificate - Finance 61
Certificate - Forensics 83
Certificate - Healthcare Mangement 122
Certificate - Hospitality & Tourism Management 122
Certificate - Hospitality Management 65
Certificate - Human Resource Management 122
Certificate - Innovation & Entrepreneurship 122
Certificate - Leadership 61
Certificate - Leadership 123
Certificate - Nursing Global Health Certificate 207
Certificate - Paralegal Studies 86
Certificate - Pre Law Studies 85
Certificate - Risk Management 123
Certificate - Sales 61
Certificate - Secondary Education (6-12) 184
Certificate - Small Business Management 61
Certificate - User Experience Design 89
Certificate - Web Design 96
Certificate - Web Media 97
Certificate Counter Terrorism and Security 125
Certificates 112
CJ 225
CM 230
CO 231
Communications Technology 113
Conservation Law 69
Counseling and Human Relations 204
Course Descriptions 211
Criminal Justice 71
CT 233

D

DA 234
Digital and Social Media Marketing 114
Doctor in Physical Therapy 168
Doctor in Physical Therapy/B.S. in Exercise Science 148
Doctor of Pharmacy 163
Doctor of Pharmacy/B.S. in Health Sciences 143
Doctor of Physical Therapy/Master of Business Administration 169

E

ED 235
Education 176
EH 238
English 180
English 185
English 185
Entrepreneurship & Small Business Management 52
Entrepreneurship & Small Business Management 55
EP 243
Exercise Science 186
Extended Reality 88

F

FA 245
Faculty 319
Family Nurse Practitioner 155
Family Nurse Practitioner 156
Filmmaking 114
Financial Aid 27
Financial Information 22
Financial Management 52
Financial Management 55
Financial Planning 57
Forensic Science 82

FS ... 247
Fundamentals of Video Production ... 114

G

General Education ... 29
General Information ... 11
Graduate ... 116
Graduate ... 150
Graduate ... 204
Graduate Program Policies and Information ... 32
Graphic Design ... 115
GV ... 247

H

HA ... 249
HE ... 250
Health Sciences ... 188
Healthcare Administration & Public Health ... 189
Healthcare Management ... 52
Healthcare Management ... 56
Healthcare Management ... 119
Home ... 5
Hospitality & Tourism Management ... 62
Hospitality Management ... 120
HS ... 250
HU ... 252
HY ... 253

I

Innovation & Entrepreneurship ... 120
Integrated Technology ... 89
International Business ... 53
International Business ... 56
IP ... 254
IS ... 255
IT ... 255

J

Journalism ... 104

L

LC ... 258
Legal Studies ... 84
Liberal Studies ... 193
Life Science ... 181
Life Science ... 185
Live Sound Production ... 98

M

M.S Occupational Therapy/B.S. Healthcare Administration and Public Health ... 139
M.S. Clinical Mental Health Counseling ... 205
M.S. Human Relations ... 206
M.S. in Criminal Justice Administration ... 124
M.S. in Nursing ... 155
M.S. in Occupational Therapy ... 160
M.S. School Counseling ... 206
Management ... 53
Management ... 56
Marketing Communications ... 115
Master of Business Administration ... 118
Master of Public Health ... 207
MC ... 259
MH ... 263
Military Affiliated Students ... 40
Minor ... 50
Minor - Integrated Technology ... 97
Minor - Military Leadership ... 87
Minors ... 69
Minors ... 202
MK ... 263
ML ... 264
MS ... 265
Music Production ... 99

N

New England School of Communications ... 97
NL ... 267
NU ... 270

O

Office of Student Life ... 36
Organizational Management ... 120
OT ... 276
Other Campus Services ... 39

P

PA ... 279
PH ... 279
Pharm.D./Master of Business Administration ... 165
Photography ... 115
Physical Science ... 182

Physical Science 185
PL 280
Post Masters Certificate 156
Post Production 101
Post-Master's - Counseling 206
Pre-Medicine 194
Professional Communications 196
Programs of Study 33
PS 282
Psychiatric Mental Health Nurse Practitioner 155
Psychiatric Mental Health Nurse Practitioner 157
Psychology 197
PT 282
Public Health 207
PY 290

R

Radio Broadcasting 116
Risk Management 121
RN/BSN 135
RX 292

S

SC 302
School of Accounting 47
School of Business & Management 50
School of Business & Management 116
School of Hospitality, Sport, & Tourism Management 62
School of Legal Studies 69
School of Legal Studies 123
School of Nursing 128
School of Nursing 151
School of Occupational Therapy 135
School of Occupational Therapy 157
School of Pharmacy 141
School of Pharmacy 161
School of Physical Therapy 145
School of Physical Therapy 165
School of Technology and Innovation 87
SL 308
SM 309
Sport Management 66
Sports Journalism 105
Student Affairs 35
SY 310

T

The College of Business 43
The College of Health & Pharmacy 126
The College of Science & Humanities 170
The Division of Online and Distance Education 209

U

Undergraduate 45
Undergraduate 128
Undergraduate 172
University Catalog Disclosures 8

V

VF 311

X

XR 313