HUSSON
UNIVERSITY

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Husson University is accredited by the Commission on Institutions of Higher Education of the New England Association of Schools and Colleges, Inc., a nongovernmental, nationally recognized, regional accrediting organization whose affiliated institutions include elementary schools through college institutions offering post-graduate instruction.

Various departments throughout the University are also approved and /or accredited by the State of Maine or other organizations.

- The Accounting, Business Administration, Computer Information Systems, and Master of Science in Business Programs are accredited by the International Assembly for Collegiate Business Education.
- The Husson/Eastern Maine Medical Center Baccalaureate Nursing program is accredited by the Commission on Collegiate Nursing Education and is approved by the Maine State Board of Nursing. All graduate nursing programs are accredited by the Commission on Collegiate Nursing Education.
- The Occupational Therapy program is accredited by the Accreditation Council for Occupational Therapy Education of the American Occupational Therapy Associations.
- The Pharmacy Program has been awarded pre-candidate status from the Accreditation Council on Pharmacy Education.
- The Physical Therapy Program is accredited by the Commission on Accreditation in Physical Therapy Education
- The School Counseling and Teacher Education Programs in the School of Education are approved by the State of Maine Department of Education.

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SUPPLEMENTS TO THIS CATALOG

Husson University reserves the right to change, at any time without notice, the policies, procedures, tuition and fees, curriculum, program requirements and all other contents of this catalog. Because this catalog is offered only as information, it is the responsibility of persons relying on this catalog to confirm with the appropriate Husson University official that any provision herein is applicable.

Husson University does not discriminate or permit discrimination by any member of its community against any individual on the basis of race, color, religion, national origin, sex, sexual orientation, age, disability, citizenship, or veteran status in matters of admissions, employment, housing, or services or in the educational programs or activities it operates. The University operates its programs so that, when viewed as a whole, they are accessible to handicapped persons. It is Husson's policy to ensure that no qualified student with a disability is denied the benefits of, excluded from participation in, or otherwise subjected to discrimination in any University program or activity. Any concerns regarding compliance with non-discrimination laws should be directed to: Human Resources Officer, Husson University, One College Circle, Bangor, ME 04401. Telephone: 207-941-7131, Fax: 207-941-7905.

HUSSON UNIVERSITY

Founded in 1898, Husson became a University in October of 2008, having evolved from a small proprietary school to an accredited independent institution offering undergraduate programs in business, education, health, and science and humanities, and graduate programs in business, nursing, physical therapy, occupational therapy, criminal justice administration, pharmacy, counseling psychology, school and pastoral counseling. The undergraduate student body has grown to over two thousand day students and over one thousand graduate and evening students on the campus in Bangor and at extended learning centers in South Portland, Presque Isle, and Calais. In addition, the campus is home to international students who come to Husson from all parts of the world. Husson graduates enjoy a high job placement rate and 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, currently held as a wholly-owned subsidiary of the University with separate accreditation and degree granting authority.

MISSION STATEMENT

Husson University is a private institution of post secondary education offering undergraduate and graduate degrees in business, health, education, and science and humanities. Husson seeks to serve motivated, career-oriented students through a curriculum which integrates liberal arts and sciences, professional and technical studies, and experiential learning outside the classroom.

Husson dedicates itself to excellence in teaching, to a personalized collegiate experience, to the development of individual self worth, to a curriculum which promotes clear thinking and communication skills, and to an environment which values the search for ethical truths in a changing world.

THE CAMPUS

Husson's 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 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, an attractive dining commons which offers flexible meal plans, science and networked microcomputer labs, library and conference rooms; an arboretum; and an athletic complex that includes the Swan Fitness Center and 6-lane competition-size pool; the George E. Wildey Communications Center houses the radio station and television, recording and production studios; and the Richard E. Dyke Center for Family Business. The campus includes three academic and administrative buildings. Peabody Hall hosts the School of Business, the School of Pharmacy, The Law School and Division of Legal Studies and the Bangor Theological Seminary. The O'Donnell Commons houses the School of Education and the School of Health along with additional classroom, lab clinical space, and student services. The Meetinghouse is host to the School of Science and Humanities, executive administration, as well as the Gracie Theater, a state-of-the-art 500 seat auditorium. Peabody Hall also offers

a bookstore and a campus center that houses an art gallery, chapel, and dining and performance areas for the Husson community as well as a new addition that serves as a center for student activities and recreation.

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

THE SAWYER LIBRARY

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

Online resources are a critical component of the Library's collection. The Library has online resources to support all the degree programs, and these include a variety of full-text databases and journal indexes. Information about the Library's resources, and its online catalog, is accessible from the Library's Internet home page. Follow links to the Library from the University's home page at www.husson.edu.
Sawyer Library belongs to a consortium of over fifty public and academic libraries in Maine. Students may borrow materials from these libraries, and from other Maine libraries. Students also have access to local libraries, including Bangor Public Library, Parrot Health Science Library at Eastern Maine Medical Center, and Fogler Library at the University of Maine.

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

INFORMATION RESOURCES

The Information Resources Office is responsible for designing, implementing and maintaining Husson's computer and technology systems and facilitating the use of these systems by the Husson Community. It also manages the computer labs, campus email, Husson's Ethernet and telecommunications network and various Web and file servers.

The University has five computer labs in Bangor, two at our South Portland site, and one at our Calais location. General purpose labs have Microsoft Office XP, and all are on the school's Windows 2007 network. 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.

LOCATIONS

In addition to its focal undertakings, Husson University coordinates and/or closely collaborates with other important efforts known as the University Consortium. Among those efforts are:

New England School of Communications

The New England School of Communications (NESCom), a wholly owned subsidiary of Husson, is an independently incorporated institution located in the Wildey Communication Center on the Husson University campus. NESCom is accredited by the Accrediting Commission of Career Schools and Colleges of Technology. More information may be obtained at the website at www.nescom.edu.

Bangor Theological Seminary

Having relocated to the Husson campus in the fall of 2005, the Bangor Theological Seminary (BTS) offers graduate programs in Master of Divinity, Master of Arts and Doctor of Ministry degrees. Founded in 1814, BTS is an ecumenical seminary in the Congregational tradition of the United Church of Christ. It is the only accredited graduate school of religion in Northern New England. BTS programs are more completely described on the website at www.bts.edu.

Northern Conservatory of Music

Husson University is also host of the Northern Conservatory of Music. Currently efforts are underway in conjunction with the Bangor Symphony Orchestra and the New England School of Communications to develop unique programming to enhance the vibrant collegiate community on and off campus.

Offsite Locations

Husson University actively promotes educational opportunities throughout the State through its offsite locations. Extended learning communities are found in centrally located areas in South Portland, Presque Isle, and Calais. Additional educational opportunities are available in the town of Eastport.

GENERAL INFORMATION

STUDENT AFFAIRS

NEW STUDENT ORIENTATION

First Year Information (FYI) Days are scheduled during the summer before students begin their course of studies at Husson University. Convocation ceremonies are held during the first weekend when students arrive. The purpose of these events is to acquaint new students and their families with the Husson community and to introduce them to some of the opportunities and challenges which college life presents.

RESIDENTIAL LIFE

All full-time, first and second year undergraduate, day Husson University students must live in the University residence halls unless they are married or living at home with parents within an approximate thirty (30) mile radius of the University.

Husson University has three residence halls for student housing with separate floors designated for men and women. Most of the rooms are double occupancy. All rooms are furnished with beds, bureaus, wardrobe closets, desk, and chairs consistent with the number of students in each room. Each residence hall room is equipped with cable TV outlet, and access to the internet via hard-wired data ports and wireless systems. Vending machines and a centrally located laundry room are available for resident students.

The residence halls at Husson University provide opportunities for students to become a part of a diverse residential learning community that promotes personal growth and development. Residence hall living is filled with the challenges and excitement of living and learning. The Office for Residential Life is responsible for the social, recreational, cultural, and educational programming, the management of the residence halls, and the enforcement of residential policies and procedures. A Resident Director and upper-class Resident Assistants live in the residence halls to assist students.

DINING FACILITIES

Husson resident students dine at Dickerman Dining Commons, a centrally located facility. The University serves a wide variety of carefully prepared, nutritious foods to sustain the health and satisfy the tastes of a diverse University community. A Food Market, located in the lower level of Peabody Hall, serves daily specials along with sandwiches, ice cream, and coffee and is designed to serve the Husson community.

PERSONAL AND ACADEMIC COUNSELING

Counseling services promote student development and assist students with personal, physical, or academic issues. Helping students adjust to college life, handle the stress of a busy academic schedule, balance personal, academic and extracurricular activities and develop study and test-taking strategies are examples of some of the assistance available to students.

Should students require counseling on academic matters, they should seek the help and assistance of their advisors. Academic counselors are also available from the Center for Academic Services.

For students experiencing personal, developmental, or social problems, students may access confidential assistance through Husson Counseling Services. This is a service staffed by licensed clinicians who may also act as a referral source for students requiring additional services off campus.

ASSISTANCE FOR STUDENTS WITH DISABILITIES

Husson University is committed to providing reasonable accommodations for otherwise qualified students with a documented qualifying disability. The University operates its programs so that, when viewed as a whole, they are accessible to handicapped persons. It is Husson's policy to ensure that no qualified student with a disability is denied the benefits of, excluded from participation in, or otherwise subjected to discrimination in any University program or activity. Students with a disability may be entitled to reasonable accommodations that will allow them access to the University's programs, services, and activities. In order for Husson to provide reasonable accommodations, students must provide documentation of a disability and request accommodations. Such accommodations may be obtained by contacting the Dean of Students who will review medical documentation and work with the student to assure an appropriate accommodation.

STUDENT HEALTH

Health care for Husson students is provided through a facility located in Carlisle Hall. Registered nurses and Family Nurse Practitioners staff the Student Health Service office. Commuter students may access the Health Service upon payment of a health service fee.

IMMUNIZATION

Maine State Law (20-A MRSA § 6359) requires all full-time and degree seeking part-time post-secondary school students born after December 31, 1956, to show proof of immunization against measles, rubella, mumps, tetanus, and diphtheria. Specific programs may require more extensive health documentation.

STUDENT ACCIDENT AND SICKNESS INSURANCE

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

CAMPUS SUBSTANCE ABUSE SERVICES

Husson offers a substance abuse program for students. Services include prevention, early intervention, assessment, education, individual and group counseling, and referral. Services are offered to students who are concerned about their own alcohol or substance abuse, or that of others.

STUDENT ACTIVITIES AND ORGANIZATIONS

A variety of organizations exist on the Husson University campus which are run by and for students and which provide numerous opportunities for service, cultural, recreational, religious, and social affiliations. All of these organizations afford the opportunity to participate in the Husson community and several provide a direct voice in the issues and decision-making processes that affect daily student life. Among them are Student Government, University Yearbook, University Newspaper, Husson University Theater, Social Committee, Habitat for Humanity, Outing Club, Cheerleading Squad, Chi Alpha, Multicultural Club, Veteran's Club, Pep Band, a vibrant Greek Community and many others.

There are also clubs designated in each major area of study that strive to supplement the students' education and professional development. The Accounting Society, the Organization of Student Nurses, the Ambassadors Club, the Paralegal Club, the Psychology Club, the English Club, the Criminal Justice Club, Phi Beta Lambda, the Technology Club, the Education Student Association, Organization of Occupational Therapy Students, and the Organization of Physical Therapy Students are all very active.

The Husson University Cultural Committee sponsors a variety of campus activities including lectures, dance and theatrical performances. It also fosters access to cultural events in the Bangor area.

Certain student organizations have specifically designated student representatives; these include the Cultural Committee, the Undergraduate Student Conduct Board, and the Food Committee, among others. The President of Student Government is also a member of the Husson University Board of Trustees.

ATHLETICS AND RECREATION

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

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

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.

BOOKSTORE

The Mary McDonald Bookstore is located in George F. Peabody Hall. It stocks books required in all programs of study at the University. It also carries a wide variety of school supplies, reference books, greeting cards, gifts, beverages, snacks and clothing. Textbooks and merchandise can be viewed and purchased online at www.efollet.com

CAREER DEVELOPMENT

The University periodically offers a range of career development services including workshops on resume preparation and interviewing techniques. Students are encouraged to use the resources available at the University from their first year at Husson and on a continuing basis through their senior year and after graduation as alumni. The University encourages interaction between the students and the business community by sponsoring dinners and career symposia.

Students are also encouraged to take advantage of the on-campus recruiting program. Representatives from government, business, and industry visit Husson annually to interview candidates. Husson University also

participates in a career consortium consisting of all Maine colleges. The consortium helps facilitate networking among employers, college students and alumni.

STUDENT EMPLOYMENT

The Student Employment Office administers a student employment program to help students meet their college expenses with part-time work. Available jobs are located both on campus and in the local community. A student who wishes to participate in the program should register with the Student Employment Office.

UNDERGRADUATE CONDUCT BOARD

In attending Husson University, students agree to its duly published regulations. The Husson University Community Code is published on the University's website. Failure to comply with the Code may result in disciplinary action including, but not limited to, probation, suspension, dismissal from the residence halls, or dismissal from the University. The Undergraduate Conduct Board is comprised of representatives from among the students, faculty and administrative staff.

CAMPUS MINISTRY

Husson University recognizes that its primary mission of providing an excellent educational program impacts the total life experience of its students. An integral part of that life experience is a person's spirituality. Husson is committed to addressing the spiritual needs of its students by providing the Office of the Chaplain.

The Chaplain is available to students for spiritual counseling on a one-to-one basis by appointment. Additionally, the Office of the Chaplain is responsible for establishing a campus ministry program that is open to all students. The types of programs vary but may include activities such as prayer services, Bible study, focus groups and spirituality development groups.

CAMPUS SAFETY AND SECURITY

The Department of Campus Safety and Security is committed to achieving campus safety and security for all Husson members and visitors. The department has well established patrols and enforces traffic and parking regulations throughout the campus.

VEHICLE REGULATIONS

Students living in residence halls are allowed to keep duly licensed and registered motor vehicles on campus. Residential parking permits are issued by Husson University Safety and Security.

ADMISSIONS

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

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

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

APPLICATION AND INFORMATION

Husson University's rolling admission program allows applications to be reviewed as soon as they are complete. Applications are accepted for consideration for September, January or May semesters. There is a $25 application fee. All applicants should have copies of their transcripts sent to the Admissions Office as soon as possible after applying for admission.

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

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

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

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

1. Complete and return the application form, available through the Admissions Office or on line at www.husson.edu.
2. Submit an official high school transcript or GED scores.
3. Forward SAT or ACT scores (students entering a four-, five-, or six-year program).
4. Forward to the Admissions Office official transcript(s) from any college(s) or university(s), which the applicant attended.
5. Recommendation as required by the particular program of study.

Applicants should also see their program for additional admissions information.

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

All incoming first-year and transfer students are required to submit a $125 tuition deposit. This deposit is refundable until May 1 for those entering in September. Requests for the refund must be addressed to the Director of Admissions and be postmarked no later than May 1. Deposits received after May 1 are nonrefundable. The deposit will be applied to first term tuition charges.

Candidates for the spring term must also submit a $125 tuition deposit upon notification of acceptance to the University. The spring term deposit is nonrefundable. The deposit will be applied to first term tuition charges.

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

All correspondence concerning undergraduate admission should be addressed to:

Admissions Office
Husson University
One College Circle
Bangor, ME 04401

Telephone: 207-941-7100 or 800-448-7766 (toll-free)
Email: admit@husson.edu
World Wide Web: www.husson.edu

READMISSION

Students who desire readmission must fill out and submit an Application for Readmission, which can be obtained from the Admissions Office.

The Director of Admissions will consider the application for readmission on the basis of space availability, program availability, and past academic performance. Upon review of the student's request and examination

of the required data, the student will be notified by letter of the decision regarding his/her readmission to the University.

NON-DEGREE ADMISSIONS

Space permitting, Husson allows students who do not have the intent of completing a degree at the University to enroll in a limited number of courses in any given semester. Such students may include those seeking to take a special course offering, those seeking professional recertification, or those who may need to take one or two courses as a prerequisite to further studies at other institutions. Students wishing to register for courses under this status must complete a Non-degree Admissions application and submit a $25.00 application fee. Please note that acceptance of admission for courses is contingent upon the availability of space and the demonstration that the applicant is appropriately qualified to take the particular offering.

VETERANS

Admissions criteria for veterans include graduation from an approved senior high school or a high school equivalency certificate recognized by the applicant's State Department of Education. The University also accepts a General Educational Development Certificate administered under the United States Armed Forces Institute and subsequently recognized by the applicant's State Department of Education. Veterans Administration paperwork for new students requires four to six weeks for processing. Veterans who enroll for courses should be prepared to pay the tuition down payment if the VA checks have not arrived in advance of formal registration.

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, and/or other appropriate credentials for evaluation.

INTERNATIONAL STUDENTS – UNIVERSITY PROGRAMS

Husson University admits international students who meet the academic admissions criteria established by the University and criteria established by the United States Citizenship and Immigration Services (USCIS) under the Code of Federal Regulations (CFR) for non-immigrant student status. All of Husson's programs are approved by the Immigration and Naturalization Service for enrollment by (F-1) or (M-1) students. Upon issuance of Form I-20, students must obtain an F1 Student Visa and Passport from a U.S. Embassy/Consulate office in his/her home country in order to attend the ICLS-ESL program and/or University programs. Husson's International Advisor provides F1 student visa and immigration assistance for applicants.

International students must submit application materials in English such as high school and/or college transcripts, qualifying examination results such as SAT, TOEFL, IELTS, GRE, GMAT, or MAT, letters of recommendation, and immunization. The international student application provides a complete list of documents to submit for admission. Upon review and acceptance of the student application, Form I-20 will be issued with a letter of acceptance.

International students seeking admissions to undergraduate or graduate programs will be required to submit transcript information for translation and evaluation to World Education Services (www.wes.org). The cost of such evaluation will be born by the student.

International applicants for University programs whose primary language is not English must demonstrate

proficiency in written English as qualified by the following standardized tests and scores related to particular programs of interest:

- 500 Test of English as a Foreign Language (TOEFL) score (CBT 173) is required for acceptance into undergraduate programs in the School of Business, Science and Humanities, or Education. A TWE score of 5 is strongly recommended.
- 550 TOEFL score (CBT 250) is required for acceptance into the Nursing, Physical Therapy, and Occupational Therapy programs. A TWE score of 5 is strongly recommended.
- 550 TOEFL score (CBT 250) is required for acceptance into the Master of Science degree in Business, Counseling Psychology, Criminal Justice, and School Counseling programs. A TWE score of 5 is strongly recommended.

PROFESSIONAL CLINICAL LICENSURE AND CERTIFICATION NOTICE

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

STUDENT CLASSIFICATION

Degree Status

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

Non-degree Status

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

Special Status

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

decision should be made after (24) credit hours have been successfully completed. Special status students are not eligible for financial aid.

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

ADVANCED STANDING TEST PROGRAMS

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

ASAP

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

PROFICIENCY EXAM

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

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

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

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

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

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

ADVANCED STANDING - TRANSFER CREDIT

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

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

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

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

> The transfer student with an associate degree may be granted advanced standing, i.e., junior status with sixty (60) credit hours accepted from the transcript. The student must be aware that more than two additional academic years at Husson may be necessary to complete the degree requirements for a specific Bachelor of Science degree program. Earning degree credits in the summer sessions at Husson may shorten the length of time.
>
> The transfer student, after becoming a resident student at Husson, cannot transfer additional credits from any other institution into a Husson degree or certificate program.
> A transfer student without an associate degree is granted academic credit for courses in which a "C" or better grade had been attained, or demonstrates academic performance which is acceptable to the Chief Academic Officer and Director of Admissions.

Students who transfer into Husson University must complete their final 30 credit hours at Husson University.

Students who wish to transfer credit into Husson University after having been admitted must follow the policy on page 28.

ENGLISH AND MATH GENERAL EDUCATION POLICY

All students are required to demonstrate competency in Math and English. Before starting in their first year, students are placed in English and Math courses based on their application, SAT scores or other measures. Students appearing to need additional preparation in order to succeed at the University may be required to take English and Math Course with a designation of 09X. The credits awarded for such course do not count toward degree completion. Students who believe they have been improperly assigned to such courses are encouraged to talk to their instructors, advisors, and the head of the English and Math departments.

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

UNDECLARED MAJOR

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

DUAL MAJOR – UNDERGRADUATE

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

DUAL/ SECOND BACHELOR'S DEGREE

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

DUAL/SECOND MASTER'S DEGREE

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

FINANCIAL INFORMATION

Day Division	
Regular Tuition	$423 per credit hour $12,690 per year for a full load of ten 3-credit courses per year
Summer School	$1,026 per 3-credit course
O.T. Tuition – 3rd, 4th, and 5th Year	$487 per credit hour
P.T. Tuition – 4th, 5th, and 6th Year	$487 per credit hour
Continuing Education – All Sites	$603 per 3-credit course
The Boat School – 1 year Certificate in Boatbuilding Technology	
Instate:	$ 8,500
Out of State:	$ 13,300
New Brunswick:	$ 8,500 USD
Graduate Division	
Business & Criminal Justice Administration	$801 per 3-credit course
Nursing, Clinical Mental Health Counseling, Human Relations, Pastoral Counseling & School Counseling	$440 per credit hour
Pharmacy	$746 per credit hour
Unobskey College – Calais, Maine	
Undergraduate Husson programs:	$603 per 3- credit course
Undergraduate Husson Education courses:	$1,269 per 3- credit course
Graduate programs:	$801 per 3- credit course
Fees	
Day Division Comprehensive Fee	$300 per year
Graduation Fee – all divisions	$75 (one time fee, prior to graduation)
Nursing Clinical Fees (clinical courses only)	$50 per credit hour
Room and Board	
Room and Board – Standard	$3,497 per semester
Single Room Surcharge	$525 per semester

ANNUAL CHARGES

(Day Division) Fall 2009 - Spring 2010

The standard day division tuition rate for the 2009-2010 academic year is $423 per credit hour. The tuition for a normal thirty (30) hour academic load is $12,690. The standard room and board charge for a resident student will be $6,994 for the academic year. If a student is enrolled in more or less than 30 credit hours, tuition will be adjusted accordingly.

The annual charges for a student taking the normal fifteen (15) credit hours per semester would be:

	Commuting Student	Resident Student
Tuition (10 courses x $1,245)	$12,690	$12,690
Room and Board	N/A	6,994
Comprehensive Fee (See Below)	300	300
Total:	$12,990	$19,984

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

Textbooks may not be charged to a student's tuition account.

FEES

A student's Accident and Sickness Plan is compulsory for all Husson students unless signing a waiver form provides proof of alternate coverage. The insurance plan provides limited coverage for certain medical, surgical, nursing, and hospital expenses. A brochure describing the insurance and premium rate is available at the Office of Student Affairs upon request.

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

Nursing Students will be assessed a clinical fee of $50 per credit hour for courses requiring a clinical component.

The University collects from all students taking 9 credit hours or more per semester a comprehensive fee for the support of student activities. The fee is currently $150 per semester.

The room and board rates are for double occupancy in the residence halls. Depending upon availability, students may request a single room. Students occupying single rooms will be assessed an additional $525 per semester. Contact the Residential Life Office for more details.

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

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

A graduation fee of $75 is assessed to all graduating students. The charge is to cover the cost of invitations, diploma and cap and gown. The fee is payable regardless of graduation ceremony attendance.

NEW STUDENTS

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

RETURNING AND READMITTED STUDENTS

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

PAYMENT PLANS

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

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

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.

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

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

Summer Session charges will be prorated using the following schedule:

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

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

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

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.

RESIDENCE REFUND POLICY

Students who withdraw from the University or are academically or administratively dismissed, must complete and sign a Residence Withdrawal form and turn in his or her room key and student ID card to the Director of Residential Life.

A refund credit will be prorated on the residence charges in accordance with the same schedule as is used for tuition refunds (see Tuition Refund Policy above).

FINANCIAL AID

Students attending Husson University annually receive financial aid funds totaling in excess of $14 million from federal, state, community, and campus-based sources. Aid resources are made available to students on the basis of financial need determined by the submission of the Free Application for Federal Student Aid (FAFSA). The FAFSA is the only application required for need-based financial aid consideration at Husson.

The FAFSA collects income and asset information about parents and students. This information is analyzed by the Department of Education Service and provided to financial aid agencies and institutions. The FAFSA should be completed as soon after January 1 as possible to ensure equitable consideration for existing aid resources. Aid applicants should contact a high school guidance counselor or the Husson University Financial Aid Office to be sure the proper procedure is followed.

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

FINANCIAL AID SOURCES

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

Federal Sources

- Federal Pell Grants
- Federal Supplemental Educational Opportunity Grants (FSEOG)
- Federal Perkins Loan Program
- Federal College Work Study Program (FWS)
- Federal Family Education Loan Program
- Federal Academic competitive Grand and Federal National SMART Grant

State Sources

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

For Teacher Education Students

- Blaine House Scholarship
- Robert C. Byrd Honors Scholarship Program
- Paul Douglas Teacher Scholarship Program

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.

Non-Need Sources

- Husson University payment plans (TMS)
- Parent Loan for Undergraduate Students (PLUS)
- Unsubsidized Stafford Loan
- Alternative Loans

Institutional Grants

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

Academic Honors Scholarship: Six $2,000 scholarships are awarded annually to entering freshmen students in four-year programs who have achieved academic excellence in high school. These awards are renewed annually so long as the recipient maintains a cumulative GPA of 3.4 or better. Each recipient will be reviewed on an individual basis by the Husson University Faculty Scholarship Committee. Application deadline is February 15.

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

Campus Community Scholarship: Awarded to students from under-represented groups who can enrich the University community through diversity.

Leadership Scholarship: Awarded to entering students who have displayed meritorious academic and/or leadership qualities during their high school years. Each recipient will be reviewed on an individual basis. SAT /GPA and rank in class, as well as potential community and/or high school activities, serve as guidelines for this award. This scholarship is renewable based upon full-time continuous enrollment and a GPA of 2.5 starting in the second semester. Application deadline is February 15.

Scholar Incentive Awards: Starting with the first semester of the Sophomore year, awards of $400 are granted to students registered for at least 15 credits who have attained a semester grade-point average of 3.6 (or better) or $300 awards for 3.4 (or better) respectively after the completion of at least thirty (30) credit hours at Husson. Please note that students eligible for renewal of either the Honors Scholarship or the Distinguished Scholars are not eligible for this award.

George I. Alden Trust Scholarship: This trust, headquartered in Massachusetts, provides annual assistance to needy undergraduate students.

Col. Hazel E. Benn Scholarship: Awards made annually to financially deserving students from Aroostook County.

Leland R. Bennett Memorial Scholarship: An award made annually from the fund to an incoming adult learner nursing student who demonstrates financial need.

Douglas H. and Ana M. Brown Scholarship: One-half of the awards made annually from the fund shall be to outstanding students majoring in a business field offered by Husson and one-half to outstanding students majoring in nursing.

David Carlisle Scholarship: Awarded to a student from northern Penobscot County, preferably from Penobscot Valley High School.

George Carlisle Scholarship: Awarded annually to a full-time student from Bangor, Maine with demonstrated financial need.

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

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

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

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

Woodrow W. Cross Agency Scholarship: the Director of Financial Aid grants this $500 award annually to a student of financial need from Central Maine entering Husson University as an accounting or business administration major.

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

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

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

William H. Donahue Memorial Scholarship: The William H. Donahue Memorial Scholarship of $250 is awarded annually to an upper-class student in the Department of Accounting.

Lawrence Eaton Memorial Scholarship: An award from the fund to an upperclass accounting major.

Russell C. and Veronica D. Eustice Scholarship: Awarded each year to a student, selected by the Business Administration Department, majoring in Business Administration and who demonstrates both financial need and the ability to succeed in a business program.

Fleet Bank Scholarship: An award from a fund established to assist deserving Husson students.

Arthur D. Fuller Scholarship: An award made annually based on financial need to a full-time undergraduate student from Western Maine.

Donald Grant Scholarship: Awarded annually to a full-time Maine student with demonstrated financial need.

Katheryn Ann Hainer Memorial Scholarship: Awarded annually to a student with financial need. Preference will be given to students who are single parents.

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

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

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

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

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

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

James and Mildred Judy Scholarship: An award from the fund to an upper-class accounting major in the bachelor's degree program.

Key Bank Scholarship: Formally Casco Northern Corporation Scholarship. An award made annually from the fund to a deserving Maine student.

KPMG Peat Marwick Scholarship: Awarded annually to a student from Maine who has demonstrated unmet financial need.

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

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

Guy A. Leonard Nursing Scholarship: A privately sponsored scholarship to assist needy Nursing students. The recipient must be in his/her first or second year.

Andrea Karen Lockhart Scholarship: An award is made annually to a deserving student.

D. Bruce MacGregor Scholarship: Awarded to a deserving male student.

Maine Yankee Scholarship: This scholarship was established to provide a financial award made annually to a student from Maine who demonstrates financial need and to honor a major corporation.

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

Delmont N. Merrill Scholarship: An award is made annually to a deserving student.

The Louise B. Miller Merit Scholarship: This $250 scholarship is awarded in the first semester of the senior year to the junior business education student who has achieved the highest grade-point average (based upon 15 credit hours) in the second semester of his or her junior year.

Leonard and Renee Minsky Scholarship: An award from the fund to an upper-class business administration major.

Mu Sigma Chi Scholarship: Awarded to an active member of MSC fraternity with a G.P.A. of 2.5 or better.

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

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

Peoples Heritage Savings Bank Scholarship: An award is made annually to a deserving student in the Husson/EMMC Nursing Program.

William B. Read Scholarship: An award made annually to a student from Maine or New Jersey in a business management program.

Joseph J. Snack III Memorial Scholarship: Awarded annually to a financially deserving accounting student.

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

Clara Lincoln Swan Scholarship: Awarded annually during the second semester, based on need, to a non-traditional female student in the field of Business.

Walker-Perkins Scholarship Fund: The Walker-Perkins Scholarship Fund is distributed for tuition expense to one or more Maine students at Husson subject to the following requirements: (1) the student be enrolled in a four-year program for the year in which the tuition grant is made: (2) the student demonstrates the qualifications to benefit from the education which Husson provides; and (3) the student lacks financial resources to pay tuition at Husson. The President makes selection of the recipient. The total amount is $1,000.

G. Peirce and Florence Pitts Webber Scholarship: Awarded annually by the Scholarship Committee to a deserving student from the State of Maine.

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

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

Lloyd Willey Canteen Service Scholarship: Awarded annually to a student with demonstrated financial need.

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

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

UNDERGRADUATE SATISFACTORY ACADEMIC PROGRESS FINANCIAL AID POLICY

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

# of credits attempted	GPA below	or	earned < x% of attempted credits
1-23	1.50		50%
24-53	1.70		50%
54-83	1.80		67%
84+	1.90		67%

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

VETERAN'S EDUCATION

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.

ARMY AND NAVY R.O.T.C.

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

ACADEMIC POLICIES

ACADEMIC INTEGRITY

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

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

> Cheating – sharing, providing, obtaining or submitting information, whether verbally, electronically or by other means, with the intent of fraudulently improving course grades.
>
> Plagiarism – presenting ideas as your own without proper attribution to the person who originally developed the idea or expression or the means or method of conveying it.
>
> Fabrication – presenting information as fact that has not been verified or cannot be substantiated by reference to professional material or the scientific process.
>
> Falsification – altering or causing documents or records, official or otherwise, to reflect a false representation regarding work, credentials, or accomplishments.

Upon entering the University, each student must sign a copy of the academic integrity policy. Each instructor is empowered to determine the appropriate sanction based on a violation of this policy, including failure in the course. If an instructor determines that a violation of academic integrity has transpired, the instructor will memorialize the finding in a report and meet with the student to discuss the findings and proposed sanctions. The student may appeal the findings to the Dean of the respective school for the course within 10 business days of the scheduled meeting with the instructor. Other academic sanctions may also be taken by the University authorities, including dismissal from the University.

SEMESTER HOUR DEFINED AND STUDENT COURSE LOAD

A semester hour, the unit in which courses are measured is defined as one hour per week of lecture, or not less than two hours per week of laboratory work throughout a semester. A full-time Husson undergraduate student normally enrolls for 15 credit hours of course work. Exceptions may include the following conditions: (1) a student on probation is required to carry a reduced load of 12 credit hours; or (2) a conditionally accepted student is required to carry a reduced load. Full-time attendance is defined as a course load of 12 or more semester hours.

CHANGE OF ACADEMIC PROGRAM

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

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

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

COURSE CHANGE AND COURSE WITHDRAWALS

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

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

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

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

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

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

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

ATTENDANCE

Students are expected to attend all scheduled class sessions for courses in which they are enrolled. The only recognized absences are those that are the consequence of family or personal emergencies or extended illness requiring confinement or hospitalization. Proof of the validity of a particular class absence may be required of

a student by an instructor. The decision as to whether or not a student may make up class work, quizzes or examinations missed while absent is exclusively that of the course instructor.

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

LEAVE OF ABSENCE FROM THE CAMPUS

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

DIRECTED COURSE STUDY

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

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

INDEPENDENT STUDY

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

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

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

TRANSFER CREDIT POLICY FOR DEGREE CANDIDATES

A student at Husson who is a degree candidate and has not transferred any credit hours from another college or university may transfer twelve (12) credits to be applied toward a bachelor's degree program or six (6) credits to apply toward an associate degree program. However, 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.

SPECIAL SCHEDULE OPTIONS

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

SUMMER SESSIONS

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

GRADING SYSTEM

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

	Grade-Point Average	Quality Points	
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.
+++NG	No grade submitted (temporary grade)
WW	Withdrawal up to midterm
+ PW	Withdrew passing
FW	Withdrew failing
+E	Exited without withdrawing
X	Credit denied because of excessive absence
+WA	Administrative withdrawal
+++I	Incomplete (temporary grade)
++AU	Audit, no credit earned
+L	Student enrolled but never attended course, no withdrawal on file.
+	Grade does not affect GPA
++	Audit Courses: Students who wish to audit a course (enroll for noncredit) must follow the usual registration procedure..
+++	A temporary grade (I & NG), if not converted to a final grade, becomes an F at the mid point of the following term or semester.

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

STUDENT APPEAL OF A COURSE GRADE

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

PASS/FAIL

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.

INCOMPLETE GRADES

In exceptional circumstances students may be given an "I" (Incomplete) grade. Criteria for granting Incompletes include illness or accident, death or critical illness in the family, emotional disturbance requiring special guidance, and similar difficulties. Incompletes must be concluded and earned grades recorded by midpoint of the semester following the assignment of the incomplete grades.

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

ACADEMIC WARNING, PROBATION AND DISMISSAL

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

On the Completion of	Academic Probation	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

The University will dismiss students whose GPA falls within the standards of academic probation for two consecutive semesters or terms. Accordingly, every effort should be made to remove grade deficiencies during the subsequent semester or term.

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

Probation: Academic Probation signifies that students are in serious academic jeopardy. Students on probation must remove grade deficiencies during the subsequent semester or during summer sessions. Failure to do so may result in academic dismissal from the University. Students on Probation are required to carry a

reduced class load and are restricted on extracurricular activities. A student on probation is required to carry a reduced load of 12 credit hours

Dismissal: Students dismissed for academic reasons may not register for or attend classes in the subsequent semester. For the purposes of this section, the semester is defined as the regularly scheduled fall and spring periods of instruction of the Day Program, but does not include summer sessions. When a full-time day student is dismissed for academic reasons, the student will not be allowed to register for Husson CED courses while the dismissal is in force.

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

A student may be dismissed from an academic program but remain in acceptable standing in the University. Students dismissed from a degree program will be assigned to special or undeclared status until they complete a change of major form.

REPEATING A COURSE

Students are required to repeat Rhetoric and Composition courses (Eh 123 and Eh 124), and, if applicable, The Writing Workshop (Eh 091) if they earn a grade of "C -" or lower. Students in these courses will present a portfolio of their work at the end of the semester for evaluation, to be graded "Pass" or "No Pass. A student must receive a "Pass" to receive a grade of "C" or better. Students must complete the Approaches to Literature course (Eh 200) with a grade of "C" or better in order to meet prerequisite requirements for any upper-level English Literature courses.

Students may elect to repeat courses in which they have received a grade of "C" or below. 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.

When a student receives a failing grade (X, F, or FW) in a 299 or 499 course with unique content 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 should also refer to policies of their particular discipline for further information on repeating a course.

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

ACADEMIC FORGIVENESS

A Husson student who withdraws from one baccalaureate program and enters another may petition the Chief Academic Officer to obtain relief from low grades. The Chief Academic Officer will consult with the Dean who has jurisdiction over the student's new program of study. If the petition is granted, the Dean will identify courses which are unrelated to the new major and to the University's general education requirements and in which the student earned grades of F, X, or FW. The grades from these courses will be withdrawn from the calculation of the GPA in the student's new program of study.

Relief under this policy is an option open to students only once. Should the student later seek re-admission to her or his original degree program, the grades withdrawn from the GPA calculation under this policy will be restored to reflect the student's performance in that program.

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.

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.

Students can obtain up to 10 copies of their transcript at one time at no charge. A charge of $3 is made for additional copies upon written request. No transcript is issued until the student's financial account has been paid in full.

Degrees are conferred at Spring Commencement exercises held in May. Students are encouraged to be present at Spring Commencement. Students should expect to receive their diploma 4-6 weeks after completion.

No diploma is issued until the student's financial account has been paid in full. For further information on graduation requirements for graduate degrees, please review the respective program.

HONORS

A student carrying a full course of 12 semester hours is placed on the Dean's List when a grade-point average of 3.4 or better is maintained for the semester and all courses attempted in the semester are completed at the end of the semester.

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

Graduation honors are as follows:

Summa cum laude	3.8-4.00 GPA
Magna cum laude	3.6-3.79 GPA
Cum laude	3.4-3.59 GPA

VALEDICTORIAN/SALUTATORIAN

To be eligible for the award of Valedictorian or Salutatorian a student must complete a minimum of 90 credit hours at Husson; take a minimum of 12 credit hours per semester for at least six semesters, and complete degree requirements within five years of matriculation. Students matriculating in programs in which the bachelor's degree is normally awarded at the end of five years must complete degree requirements within six years to qualify for valedictorian or salutatorian.

The valedictorian will be the graduating senior with the highest grade-point average. The salutatorian will be the graduating senior with the second highest grade-point average. The winner of the Outstanding Academic

Achievement Award will be the graduating senior with the highest grade-point average who does not meet the eligibility requirements for valedictorian or salutatorian.

Valedictorian, salutatorian, and outstanding academic achievement awards are based on grades on record as of the end of the previous Fall semester. They are awarded at each May Commencement exercise.

CONFIDENTIALITY OF STUDENT RECORDS

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

CONTRACT FOR DEGREE

Normally, the final thirty credit hours of a student's program of study must be completed at Husson University. Under certain circumstances, a Contract for Degree option will be available for active duty military personnel and 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.

COMPLIANCE

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

GENERAL EDUCATION

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

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

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

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

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

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

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

In certain instances and only with prior approval, students may be able to substitute documented learning from experience for certain general education requirements.

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

PROGRAMS OF STUDY

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

ASSOCIATE OF SCIENCE

Accounting
Business Administration
Business Studies
Criminal Justice
Paralegal Studies

BACHELOR OF SCIENCE

Accounting
Biology
Biology Teacher Education
Business Administration
Business and Technology
Chemistry
Computer Information Systems
Criminal Justice
Criminal Justice/ Psychology
English
Elementary Education
Health Education
Health Care Studies
Nursing
Paralegal Studies
Physical Education
Psychology
Science and Humanities
Secondary Education

MASTER OF SCIENCE

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

FIRST PROFESSIONAL DOCTORATE

Law
Pharmacy
Physical Therapy

CERTIFICATE PROGRAM

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

DUAL BACCALAUREATE AND GRADUATE DEGREE PROGRAMS

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

B.S. Accounting/M.S. in Business
B.S. Business Administration/M.S. in Business
B.S. Computer Information Systems/M.S. in Business
B.S. in Psychology/M.S. in Occupational Therapy*
B.S. in Kinesiology/Doctor in Physical Therapy*
Pharm D. Doctor of Pharmacy*
*Qualified individuals with a bachelor's degree may seek admission to the third year.

MINOR PROGRAMS

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

DUAL MAJOR

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

DUAL/SECOND MASTER'S DEGREE

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

COOPERATIVE EDUCATION PROGRAM

The Cooperative Education courses combine classroom theory with practical work experience. Cooperative education courses are available to students when business, industry, or nonprofit institutions join with the University to provide planned periods of part-time or full-time employment. The major objective is to provide students with a career-oriented, educational program that is beneficial to both the student and the cooperative education 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.

The cooperative education courses are offered to Associate and Bachelor of Science degree candidates who have completed at least two academic semesters in the programs of Accounting, Business Administration, Computer Information Systems or Nursing. These students must have at least a 2.0 cumulative grade-point average to participate in a cooperative employment experience. There may be additional requirements in particular programs. Unless otherwise stated, a student may earn a maximum of twelve (12) credit hours toward a Bachelor of Science degree and six (6) credit hours toward an Associate in Science degree by working part- or full-time in a business and/or an institution during fall, spring or summer session(s). Students may earn a maximum of six (6) credit hours in a given semester or summer session.

Students are encouraged to enroll in Cooperative Education courses wherever general, technical, or open electives are available. Cooperative Education courses fulfill the experiential learning requirement in the

general education curriculum. A set rate is paid by students participating in cooperative education regardless of status as CED or day school student.

ARMY AND NAVY R.O.T.C.

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

GRADUATE PROGRAM POLICIES AND INFORMATION

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

ACADEMIC STANDARDS

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

DUAL/SECOND MASTER'S DEGREE

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

GRADING SYSTEM

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

TUITION AND FEES

A graduation fee of $75 covers the following items: diploma, announcements, and cap and gown. The fee is payable at the time the student petitions for graduation and is due regardless of whether a student attends the graduation ceremony. The petition for graduation also initiates a final check of the student's file to ensure that all requirements have been met and all official transcripts and other documents are on file.

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

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

REFUND POLICY

Students are enrolled for a place in the University for the entire semester, not for a period of attendance; the fact that fees are sometimes paid in installments does not constitute a fractional contract.

Refund credit will be prorated on the balance of tuition, after deducting the tuition deposit and other nonrefundable fees, according to the following schedule:

15-Week Term

During the First Week	90%
During the Second Week	80%
During the Third Week	70%
During the Fourth Week	60%
During the Fifth Week	50%
During the Sixth Week	40%
During the Seventh Week	30%
During the Eighth Week	20%
During the Ninth Week	10%
After the Ninth Week	0%

Terms of different lengths will have different prorated refund schedules.

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.

GRANTS

Federal Nurse Traineeship Grants may be available to full-time students in the M.S. in Nursing Program. Please contact the M.S. in Nursing Program Director for further information.

HOUSING

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

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

THE SCHOOL OF BUSINESS

THE FACULTY

Jesse W. Baker, Ed.D.
Entrepreneurship
Marketing Management

Seth Brown, M.S., M.M.G.T.
Sports Management

David Casavant, J.D., C.P.A.
Business Law

Cristanna M. Cook, Ph.D.
Marketing
Economics

Amanda Davey, M.B.A.
Computer Information Systems

Robert Duron, Ph.D., C.P.A.
Accounting

Philip C. Grant, Ph.D.
Human Resource Management
Operations Management

Robert Kuhn, M.B.A., J.D., LL.M.
Dean, School of Business
Business Law

Karen Kydd, M.S.
Accounting

Dewey W. Martin, M.S., C.P.A., C.M.A.
Accounting

Paul Morrow, J.D.
Business Law
Economics

William B. Read, Jr., M.Ed.
Business Law
Management

Lee Speronis, J.D.
Director, Hospitality Management
Economics
Business Law

J. Douglas Wellington, J.D., LL.M.
Economics
Financial Management

Gerald Wright, M.S.
Computer Information Systems

THE PROGRAMS

UNDERGRADUATE

Accounting
- B.S. Accounting
- B.S. Accounting/M.S. in Business
- B.S. Accounting/Computer Information Systems
- A.S. Accounting

Business Administration
- B.S. Business Administration (NESCom 2+2)
- B.S. Business Administration
  - Concentrations:
  - General
  - Financial Management
  - Hospitality Management
  - International Business
  - Management
  - Marketing
  - Small/Family Business Management
  - Sports Management
- B.S. Business Administration/M.S. Business
  - Financial Management
  - International Business
  - Management
  - Marketing
- A.S. Business Administration
- A.S. Business Studies

Business and Technology
- B.S. Business and Technology

Computer Information Systems
- B.S. Computer Information Systems
- B.S. Computer Information Systems/M.S. in Business
- A.S. Computer Information Systems

GRADUATE

M.S. in Business
- Tracks:
- Corporate Management
- Health-care Management
- Nonprofit Management

PROGRAMS IN ACCOUNTING

B.S. Accounting	123 credits
B.S. Accounting/M.S. in Business	153 credits
B.S. Accounting/CIS	138 credits
A.S. Accounting	60 credits

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

The B.S./M.S. in Business Program enables a student to fulfill the Maine Board of Accountancy requirement of 153 semester hours of college education for individuals who wish to be licensed to practice as a Certified Public Accountant. High-level courses in management complement intensive professional training in accounting to prepare graduates for leadership in the field.

The Accounting major is designed to provide a strong professional base in accounting; students may choose electives to specialize in either public accounting or management accounting.

Public accountants work with clients in many different industries. They audit organizations' financial records, provide tax advice, work with information systems, or consult on business problems. Some work within large multinational firms, but most work for regional or local firms. Management accountants work for a single organization, which may be a large corporation, a small business, a not-for-profit organization, or a government entity. They are part of the management team and analyze data, recommend ways to increase profitability, and help plan for the future. Specialized tasks include internal auditing, financial accounting, cost accounting, tax planning and compliance, business planning and budgeting, management consulting and information systems management.

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

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

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

Requirements for Accounting Majors
All Accounting majors must earn an overall 2.0 cumulative grade-point average as well as a 2.0 in their Ac prefix courses. Transfer students must complete a minimum of 15 credit hours in Ac prefix courses at Husson.

B.S. in Accounting

General Education Courses

Eh 123	Rhetoric and Composition I*
Eh 124	Rhetoric and Composition II*
Eh 121	Speech*
Eh 200	Literature*
Eh 221	Business Communications
Ec 201	Microeconomics*
Ec 202	Macroeconomics*
Mi 111	Introduction to Microcomputing*
Mi 214	Microcomputing Spreadsheet Application*
Ms 132	Probability and Statistics
Ms 141	Contemporary College Algebra*
Ms 232	Finite Math*
Py 111	General Psychology*
Sc	Elective

Foreign Culture and Conversation Elective or Ba 490 International Business

Accounting and General Business Courses

Ac 121	Principles of Accounting I*
Ac 122	Principles of Accounting II*
Ac 201	Intermediate Accounting I*
Ac 202	Intermediate Accounting II*
Ac 301	Advanced Accounting I
Ac 302	Advanced Accounting II
Ac 331	Cost Accounting I
Ac 371	Accounting Information Systems
Ac 441	Federal Taxation I*
Ac 442	Federal Taxation II
Ac 461	Auditing Concepts or Ac 462 Internal Auditing
Ac 471	Accounting for Nonprofit Organizations
Ac 490	Senior Seminar
Ba 202	Business Law II*
Ba 302	Business Ethics*
Ba 310	Organization and Management*
Ba 321	Marketing
Ba 362	Financial Management I

Global Business Elective (Ba 334, 434, 437, or 490 or Ge 111 Economic Geography)

An Accounting employment experience

Open Elective s (18 credits)

Fine or Performing Arts (3 credits)

Co-curricular activity and/or community service

B.S. in Accounting/M.S. in Business

All requirements shown for the BS in Accounting plus

Ac 483	Financial Accounting and Reporting I or open elective
Ac 484	Financial Accounting and Reporting II or open elective
Gr 716	Management Communications
Gr 718	Research Methods in Business and Education
Gr 726	Organization Policy and Strategy
Gr 728	Corporate Strategy and Public Policy or GR 736 Business Law
Gr 738	Managerial Economics
Gr 730	Financial Management or
Gr 732	Marketing Management or
Gr 734	Production Management
Gr 7__	Graduate Level Electives (12 credits)

B.S. in Accounting—Computer Information Systems

All requirements shown for the BS in Accounting plus

Mi 131	Introduction to Information Technology (Replaces Mi 111)
Mi 132	Introduction to Web Design
Mi 331	Networking
Mi 411	Database Design
Mi 421	Project Management Techniques

Mi Electives (9 credits)

Open Electives (12 credits)

A.S. in Accounting

All courses marked with an (*) on page 51 plus

Ac 211	Managerial Accounting

Open Elective (1)

PROGRAMS IN BUSINESS ADMINISTRATION

B.S. Business Administration	123 credits
Concentrations in:	
General	
Financial Management	
Hospitality Management	
International Business	
Management	
Marketing	
Small/Family Business Management	
Sports Management	
B.S. Business and Technology	123 credits
A.S. Business Administration	60 credits
B.S. Business Administration/M.S. in Business	153 credits
Concentrations in:	
Financial Management	
International Business	
Management	
Marketing	

Husson Business Administration majors develop skills, attitudes, and technical knowledge to prepare them for careers in a wide variety of fields that include not only business and industry, but also government and the not-for-profit sector. They work with faculty who combine academic training with on-the-job 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.

The Business Administration concentration includes a maximum number of electives and allows students to design a unique program to meet their needs.

The Financial Management concentration serves students who are interested in the world of stocks and bonds, insurance, banking, or financial decision making in industry.

The Hospitality Management concentration prepares students for careers and business opportunities in hotel, restaurant, resort, and tourism management.

The International Business concentration focuses on the global economy and its involvement in Maine, the U.S. and overseas.

The Management concentration serves students who want a broad, but high-level background as business generalists.

The Marketing concentration serves students who are interested in sales, marketing, advertising, market research, or retailing.

The Sports Management concentration serves students who want to be involved in the business side of the world of sports, athletics, or fitness.

The Small/Family Business Management program provides training to students who wish to start up, purchase, or work in any type of small or family oriented retailing, manufacturing, or service business. Its form is one of entrepreneurship.

The two-year A.S. program provides a basic introduction to general business. All credits are transferable into the four-year program.

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

NESCom/Husson University 2+2 Program

The New England School of Communications and Husson University offer students the opportunity to maximize career choices with a two-plus-two program. Students who have received an Associate Degree in Communications from NESCom can enter into Husson University and earn a Baccalaureate Degree in Business Administration. This program provides the related business skills that are a natural complement to the communication basics covered by NESCom's two-year Associate Degree Program.

Students must have a total of 120 credits as outlined in the 2+2 Program curriculum. Both programs are presented on the campus of Husson University.

B.S. in Business Administration—General Business

General Education Courses

Ec 201	Microeconomics*
Ec 202	Macroeconomics*
Eh 121	Speech*
Eh 123	Rhetoric and Composition I*
Eh 124	Rhetoric and Composition II*
Eh 200	Approaches to Literature*
Eh 221	Business Communications*
Hy 211	American National Government*
Mi 111	Introduction to Microcomputing*
Ms 141	Contemporary College Algebra
Ms 132	Probability and Statistics*
Ms 141	Contemporary College Algebra*
Ms 232	Finite Mathematics*
Ms/Sc	Elective
Py 111	General Psychology*

Foreign Culture and Conversation Elective
Communication Elective
Science Elective

Business Courses

Ac 121	Principles of Accounting I*
Ac 211	Managerial Accounting*
Ba 101	Introduction to Business*
Ba 201	Business Law I*
BA 202	Business Law II*
Ba 302	Business Ethics
Ba 310	Organization and Management*
Ba 311	Human Resource Management*
Ba 321	Marketing*
Ba 362	Financial Management I
Ba 411	Organization Behavior
Ba 414	Business Policy
Ba 490	International Business
Ec 321	Managerial Economics
Mi	Elective

Business Related Electives (6 credits)
Open Electives (3 credits)
Fine or Performing Arts (3 credits)
Co-curricular activity and/or community service

A.S. in Business Administration

All courses marked with an (*) listed above.

B.S. in Business Administration—Financial Management

General Education Courses

Ec 201	Microeconomics
Ec 202	Macroeconomics
Eh 123	Rhetoric and Composition I
Eh 124	Rhetoric and Composition II
Eh 200	Approaches to Literature
Eh 221	Business Communications
Hy 211	American National Government
Mi 111	Introduction to Microcomputing
Ms 132	Probability and Statistics
Ms 141	Contemporary College Algebra
Ms 232	Finite Mathematics
Py 111	General Psychology
Sc	Elective with Lab
Sy 201	Principles of Sociology

Foreign Culture and Conversation Elective
Open Electives in Science and Humanities (6 Credits)

General Business Courses

Ac 121	Principles of Accounting I
Ac 122	Principles of Accounting II

Ac 211	Managerial Accounting
Ba 101	Introduction to Business
BA 111	Economic Geography
Ba 201	Business Law I
Ba 202	Business Law II
Ba 302	Business Ethics
Ba 310	Organization and Management
Ba 311	Human Resource Management
Ba 321	Marketing
Ba362	Financial Management I
Ba 413	Operations Management
Ba 414	Business Policy

Concentration in Financial Management

Ba 271	Risk Management
Ba 351	Internship
Ba 364	Financial Management II
Ba 434	International Finance
Ba 460	Investment
Ba 464	Bank Management
Ba 482	Personal Finance Planning
Ba 490	International Business
Ec 321	Managerial Economics

Open Elective (3 Credits)
Fine or Performing Arts (3 credits)
Co-curricular activity and/or community service

B.S. in Business Administration-Financial Management/M.S. Business

All requirements for the finance concentration plus:

Gr 708	Managing Change
Gr 716	Management Communications
Gr 718	Research Methods in Business and Education
Gr 724	Leadership in Business
Gr 728	Corporate Strategy and Public Policy
Gr 732	Marketing Management
Gr7__	Graduate Electives (12 credits)

Fine or Performing Arts (3 credits)
Co-curricular activity and/or community service

B.S. in Business Administration - Hospitality Management

General Education Courses

Ec 201	Microeconomics
Ec 202	Macroeconomics
Eh 123	Rhetoric and Composition I
Eh 124	Rhetoric and Composition II
Eh 200	Approaches to Literature

Eh 121	Speech
Eh 221	Business Communications
Mi 111	Introduction to Microcomputing
Ms 141	Contemporary College Algebra
Ms 132	Probability and Statistics
Ms 232	Finite Mathematics
Py 111	General Psychology
Sc 101	Introduction to Nutrition

Foreign Culture and Conversation Elective
Communications Elective 200+
Fine or Performing Arts (3 credits)
Co-curricular activity and/or community service

General Business Courses

Ac 121	Principles of Accounting I
Ac 122	Principles of Accounting II
Ac 211	Managerial Accounting
At 245	Desktop Publishing
Ba 101	Introduction to Business
Ba 102	Legal Environment of Business
Ba 111	Economic Geography
Ba 201	Business Law I
Ba 202	Business Law II
Ba 302	Business Ethics
Ba 310	Organization and Management
Ba 311	Human Resource Management
Ba 321	Marketing
Ba 362	Financial Management I
Ba 414	Business Policy
Ba 421	Advertising
Ba 440	Small Business Management
Ba 441	Entrepreneurship
Ec 321	Managerial Economics

Concentration in Hospitality Management

Ha 101	Introduction to Hospitality Management
Ha 201	Food and Beverage Control Systems
Ha 202	Facilities and Guest Services
Ha 302	Hospitality Facility Design and Maintenance
Ha 401	Hospitality Internship (6 credits)
Ha 402	Leadership in Hospitality Management

Fine or Performing Arts (3 credits)
Open Electives (6 credits)
Co-curricular activity and/or community service

B.S. in Business Administration - Hospitality Management (2+2)

The Hospitality Management Program at Husson University has developed specific articulation agreements with a number of institutions, including Eastern Maine Community College*, Central Maine Community College, Kennebec Valley Community College, York County Community College, Southern Maine Community College and Washington County Community College. Students from these and many other colleges and universities may transfer to the Program from their respective institutions in accordance with those agreements.

Where such an agreement does not exist, each student transcript will be evaluated individually to compensate for variation in academic programs. The curriculum objective is to ensure that every student has a minimum of 42 credits in general studies, a good foundation in business, and some depth of study in two or more business disciplines. General Husson University guidelines for transferring credits apply.

Please contact the Admissions Office for a curriculum sheet specifically designed for EMCC transfer students

B.S. in Business Administration—International Business

General Education Courses

Ec 201	Microeconomics
Ec 202	Macroeconomics
Eh 112	Approaches to Literature
Eh 123	Rhetoric and Composition I
Eh 124	Rhetoric and Composition II
Eh 200	Approaches to Literature
Eh 221	Business Communications
Hy 211	American National Government
Mi 111	Introduction to Microcomputing
Ms 141	Contemporary College Algebra
Ms 132	Probability and Statistics
Ms 232	Finite Mathematics
Py 111	General Psychology
Sc	Science Elective with Lab
Sy 222	Cultural Anthropology

Foreign Language (2 semesters or competency)
Science and Humanities Elective
Fine or Performing Arts (3 credits)
Co-curricular activity and/or community service

General Business Courses

Ac 121	Principles of Accounting I
Ac 122	Principles of Accounting II
Ac 211	Managerial Accounting
Ba 101	Introduction to Business
Ba 111	Economic Geography
Ba 201	Business Law I
Ba 202	Business Law II

Ba 302	Business Ethics
Ba 310	Organization and Management
Ba 311	Human Resource Management
Ba 321	Marketing
Ba 362	Financial Management I
Ba 414	Business Policy
Ec 321	Managerial Economics

Concentration in International Business

Ba 351-354	Cooperative Education 3-12 credits
Ba 434	International Finance
Ba 437	International Marketing
Ba 438	Export-Import Procedures
Ba 490	International Business

Advanced Electives (1-5, depending on internship) in Business

B.S. Business Administration-International Business/M.S. in Business

All requirements shown for the B.S. in Business Administration/International Business plus:

Gr 708	Managing Change
Gr 716	Management Communications
Gr 718	Research Methods in Business and Education
Gr 724	Leadership in Business and Professions
Gr 728	Corporate Strategy and Public Policy
Gr 732	Marketing Management
Gr 7__	Graduate Electives (12 credits)

Fine or Performing Arts (3 credits)

Co-curricular activity and/or community service

B.S. in Business Administration—Management

General Education Courses

Ec 201	Microeconomics
Ec 202	Macroeconomics
Eh 123	Rhetoric and Composition I
Eh 124	Rhetoric and Composition II
Eh 200	Approaches to Literature
Eh 221	Business Communications
Hy 211	American National Government
Mi 111	Introduction to Microcomputing
Mi	Elective
Ms 132	Probability and Statistics
Ms 141	Contemporary College Algebra
Ms 232	Finite Mathematics
Ms/Sc	Elective
Py 111	General Psychology
Sc	Elective with Lab

Foreign Culture and Conversation Requirement

Fine or Performing Arts (3 credits)
Co-curricular activity and/or community service

General Business Courses

Ac 121	Principles of Accounting I
Ac 211	Managerial Accounting
Ba 101	Introduction to Business
Ba 201	Business Law I
Ba 202	Business Law II
Ba 302	Business Ethics
Ba 310	Organization and Management
Ba 311	Human Resource Management
Ba 321	Marketing
Ba 362	Financial Management I
Ba 414	Business Policy

Concentration in Management

Ac 331	Cost Accounting I
Ba 464	Bank Management
Ba 411	Organization Behavior
Ba 413	Operations Management
Ba 422	Sales and Sales Management
Ba 425	Marketing Management
Ba 490	International Business
Ba 495	Senior Management Project
Ec 321	Managerial Economics

Business Related Elective
Open Electives (2)

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

All requirements shown for B.S. in Business Administration plus:

Gr 708	Managing Change
Gr 716	Management Communications
Gr 718	Research Methods in Business and Education
Gr 724	Leadership in Business and Professions
Gr 728	Corporate Strategy and Public Policy
Gr 742	Accounting in Planning, Budgeting and Control
Gr 7__	Graduate Electives (12 credits)

B.S. in Business Administration - Marketing

General Education Courses

Ec 201	Microeconomics
Ec 202	Macroeconomics
Eh 123	Rhetoric and Composition I
Eh 124	Rhetoric and Composition II
Eh 112	Approaches to Literature

Eh 121	Speech
Eh 221	Business Communications
Mi 111	Introduction to Microcomputing
Ms 132	Probability and Statistics
Ms 141	Contemporary College Algebra
Ms 232	Finite Mathematics
Py 111	General Psychology
Sc	Elective with lab

Foreign Culture and Conversation Elective
Communications Elective (200 level or above)
Fine or Performing Arts (3 credits)
Co-curricular activity and/or community service

General Business Courses

Ac 121	Principles of Accounting I
Ac 211	Managerial Accounting
Ba 101	Introduction to Business
Ba 201	Business Law I
Ba 202	Business Law II
Ba 302	Business Ethics
Ba 310	Organization and Management
Ba 311	Human Resource Management
Ba 321	Marketing
Ba 362	Financial Management I
Ba 414	Business Policy
Ba 441	Entrepreneurship
Ec 321	Managerial Economics

Concentration in Marketing

Ba 271	Risk Management
Ba 351	Cooperative Education
Ba 375	Logistical Management
Ba 421	Advertising
Ba 422	Sales and Sales Management
Ba 423	Retail Management
Ba 424	Marketing Research
Ba 425	Marketing Management
Ba 437	International Marketing
Ba 475	e-business and e-commerce for managers
Ba 490	International Marketing

Open Elective (6 credits)

B.S. Business Administration - Marketing/M.S. in Business

All requirements shown for B.S. in Business Administration/Marketing plus:

Gr 708	Managing Change
Gr 716	Management Communications

Gr 718 Research Methods in Business and Education
Gr 724 Leadership in Business and Professions
Gr 728 Corporate Strategy and Public Policy
Gr 734 Production Management or GR 735 Management in the Service Sector
Graduate Electives (12 credits)

B.S. Business Administration - Small/Family Business Management

General Education Courses

At 245 Desktop Publishing
Ec 201 Microeconomics
Ec 202 Macroeconomics
Eh 123 Rhetoric and Composition I
Eh 124 Rhetoric and Composition II
Eh 121 Speech
Eh 200 Approaches to Literature
Eh 221 Business Communications
Hy 211 American National Government
Mi 111 Introduction to Microcomputing
Ms 132 Probability and Statistics
Ms 141 Contemporary College Algebra
Ms 232 Finite Mathematics
Py 111 General Psychology
Open Elective (6 credits)
Foreign Culture and Conversation Elective
Science Elective
Fine or Performing Arts (3 credits)
Co-curricular activity and/or community service

General Business Courses

Ac 121 Principles of Accounting I
Ac 122 Principles of Accounting II
Ac 211 Managerial Accounting
Ba 101 Introduction to Business
Ba 201 Business Law I
Ba 202 Business Law II
Ba 302 Business Ethics
Ba 310 Organization and Management
Ba 311 Human Resource Management
Ba 321 Marketing
Ba 362 Financial Management I

Concentration in Small/Family Business Management

Ac 411 Federal Taxation I
Ba 271 Risk Management
Ba 351/354 Co-op Education
Ba 414 Business Policy

Ba 421	Advertising
Ba 422	Sales and Sales Management
Ba 423	Retail Management
Ba 440	Small Business Management I
Ba 441	Entrepreneurship
Ba 442	Small Business Management II
Ba 482	Personal Financial Planning
Ec 321	Managerial Economics

B.S. in Business Administration—Sports Management

General Education Courses

At 245	Desktop Publishing
Ec 201	Microeconomics
Ec 202	Macroeconomics
Eh 121	Speech
Eh 123	Rhetoric and Composition I
Eh 124	Rhetoric and Composition II
Eh 221	Business Communications
Hy 211	American National Government
Mi 111	Introduction to Microcomputing
Mi 214	Microcomputer Spreadsheet Applications
Ms 132	Probability and Statistics
Ms 141	Contemporary College Algebra
Ms 232	Finite Mathematics
Py 111	General Psychology
Sc 101	Introduction to Nutrition
Sc 111	Anatomy and Physiology for Sports Management

Foreign Culture and Conversation Elective
Fine or Performing Arts (3 credits)
Co-curricular activity and/or community service

General Business Courses

Ac 121	Principles of Accounting I
Ac 211	Managerial Accounting
Ba 201	Business Law I
Ba 202	Business Law II
Ba 302	Business Ethics
Ba 310	Organization and Management
Ba 311	Human Resource Management
Ba 321	Marketing
Ba 362	Financial Management I
Ba 414	Business Policy
Ec 321	Managerial Economics

Concentration in Sports Management

Sm 101	Introduction to Sports Management

Sm 110	Practicum I*
Sm 202	Sports Facilities Management, Planning, Construction and Utilization
Sm 210	Practicum II*
Sm 300	Principles and Qualities of Coaching
Sm 303	Sports in Society
Sm 304	Principles of Sports Medicine
Sm 305	Introduction to Sports Law
Sm 310	Practicum III*
Sm 407	Psychology of Sport
Sm 409	Leadership in Sports
Sm 496	Sports Management Internship

Open Electives (6 credits)

*Under development

PROGRAM IN BUSINESS AND TECHNOLOGY

B.S. Business and Technology

The purpose of this program is to allow an Associate Degree graduate of a regionally accredited technical college to enter Husson University with 60 credits toward the baccalaureate. Examples of such programs include Automotive Technology, Heavy Equipment Technology, Building Construction Technology, Electronics Technology, Machine Tool Technology, and Welding Technology. Up to 36 credits of technical/professional education will be accepted in transfer.

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

To transfer the full 60 credits, a student entering with an A.A.S. or A.S. will be required to have completed the following:

- Minimum of 12 credits in General Education that includes composition, speech, psychology and history
- Minimum of 3 credits of algebra
- Minimum of 3 credits of science
- Minimum of 6 credits in microcomputing
- Up to 36 credits of technical/professional courses

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

B.S. in Business and Technology (Husson Courses)

General Education Courses

Ec 201	Microeconomics
Ec 202	Macroeconomics
Eh 200	Approaches to Literature
Eh 221	Business Communications

Foreign Culture and Conversation
Fine or Performing Arts (3 credits)
Co-curricular activity and/or community service -

Business Courses

Ac 121	Principles of Accounting I
Ac 211	Managerial Accounting

Ba 201	Business Law I
Ba 202	Business Law II
Ba 302	Business Ethics
Ba 310	Organization and Management
Ba 311	Human Resource Management
Ba 321	Marketing
Ba 362	Financial Management I
Ba 413	Operations Management
Ba 414	Business Policy
Ba 422	Sales Management
Mi	Elective
Ms 132	Probability and Statistics
Ms 232	Finite Mathematics

PROGRAMS IN COMPUTER INFORMATION SYSTEMS

B.S. Computer Information Systems	123 credits
A.S. Computer Information Systems	60 credits
B.S. Computer Information System/M.S. Business	153 credits

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

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

A special four and one-half year program in Accounting and CIS is also available; it is described fully under programs in Accounting on page 52. A five-year track is available for students who wish to earn a B.S. in CIS. and a Master's degree in Business.

Students who major in other fields may choose to complete a minor in CIS. Requirements are listed on page 75.

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

B.S. in Computer Information Systems

General Education Courses

Ec 201	Microeconomics
Ec 202	Macroeconomics
Eh 123	Rhetoric and Composition I
Eh 124	Rhetoric and Composition II
Eh 121	Speech*
Eh 200	Approaches to Literature
Eh 221	Business Communication*
Ms 132	Introduction to Probability and Statistics*
Ms 141	Contemporary College Algebra
Ms 232	Finite Math*
Py 111	General Psychology
Py	Psychology Elective

Sc Elective with Lab
Global Elective
Foreign Culture and Conversation Elective
Fine or Performing Arts (3 credits)
Co-curricular activity and/or community service

Computer Information and Business Courses

Ac 121	Principles of Accounting I*
Ac 211	Managerial Accounting*
Ba 201	Business Law I
Ba 302	Business Ethics
Ba 310	Organization and Management*
Ba 311	Human Resource Management
Ba 321	Marketing
Ba 413	Operations Management
Mi 131	Introduction to Information Systems [not on curriculum sheet]
Mi 132	Introduction to Web Design
Mi 133	Advanced Wed Design
Mi 241	Managing and Maintaining PC I
Mi 261	Visual Basic
Mi 262	Visual Basic Applications (or)
Mi 242	Managing and Maintaining PC II
Mi 321	Systems Analysis and Design
Mi 351	Internship
Mi 361	Java I (or)
Mi 341	Managing and Maintaining a Windows Server I
Mi 362	Java II (or)
Mi 342	Managing and Maintaining PC II
Mi 411	Database Design (or)
Mi 331	Networking
Mi 421	Project Management Techniques
Mi 422	Information System Project Development

Mi Elective (1) 200+
Open Electives (9 credits) 200+

B.S. in Computer Information Systems/M.S. in Business

All the requirements shown for the B.S. in Computer Information Systems plus:

Gr 716	Management Communications
Gr 718	Research Methods
Gr 726	Organizational Policy and Strategy
Gr 728	Corporate Strategy and Public Policy
Gr 730	Financial Management or Gr 732 Marketing Management
Gr 738	Managerial Economics

Four graduate business electives
General Education Courses

A.S. in Computer Information Systems

Mi 131	Introduction to Information Systems [Not on curriculum sheet]
Mi 132	Introduction to Web Design
Mi 241	Managing and Maintaining PC I
Mi 261	Visual Basic
Mi 262	Visual Basic Applications or
Mi 242	Managing and Maintaining PC II
Mi 321	System Analysis and Design

Open Electives (3)

Plus all courses marked with an * in the B.S. Program

GRADUATE PROGRAM IN BUSINESS

M.S. in Business 36 credits

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

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

In the Master of Science in Business 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.

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

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

CORE REQUIREMENTS

The core curriculum in the Husson University Master of Science in Business Program consists of seven required courses. Five 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:

GR 716	Management Communications
GR 718	Research Methods
GR 726	Organizational Policy and Strategy
GR 738	Managerial Economics
GR 740	Managerial Accounting

Plus one of the three functional management courses:

GR 730	Financial Management
GR 732	Marketing Management
GR 734	Production Management

And one of the two courses on the environment of business:

GR 728	Corporate Strategy and Public Policy
GR 736	Business Law

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

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

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

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

CATEGORY I

GR 718	Research Methods
GR 738	Managerial Economics
GR 740	Managerial Accounting

CATEGORY II

GR 726	Organizational Policy and Strategy
GR 730	Financial Management
GR 732	Marketing Management
GR 734	Production Management
GR 742	Accounting for Planning, Budgeting and Control
GR 746	Investment Analysis
GR 754	New Venture Planning and Management

CATEGORY III

GR 708	Managing Change
GR 710	Human Resource Management
GR 716	Management Communications
GR 724	Leadership in Business and the Professions
GR 728	Corporate Strategy and Public Policy
GR 735	Management in the Service Sector
GR 736	Business Law
GR 744	Quantitative Decision Making
GR 752	Current Issues in Business

Health Care Management Track

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

GR 756	Health Care Management
GR 757	The Legal Environment of Health Care
GR 758	Health Care Economics
GR 759	Financial Management in Health Care Organizations

Non-Profit Management Track

Husson University has a long tradition of preparing leaders for organizations that must be adept at change, entrepreneurial in meeting opportunities, and skilled in making the most of available resources. That tradition has led the University to offer within the Master of Science in Business Program course work in the field of non-profit management. Students interested in studying management in the non-profit sector will complete the core courses in the Master of Science in Business curriculum and take a set of electives that address roles, functions, and responsibilities particularly relevant to non-profit organizations. Four recommended electives are:

GR 735	Management in the Service Sector
GR 761	The Non-Profit Sector: Volunteerism and Philanthropy in America
GR 763	Strategic Marketing for Non Profit Organizations
GR 765	Fund-raising

ADMISSION

Application for admission to the Master of Science in Business program at Husson should be made to:

The School of Graduate Studies
Husson University
One College Circle
Bangor, Maine 04401
1-800-4-HUSSON

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

- A personal interview with the Director of the M.S. in Business
- Letters of recommendation
- Previous college or university work
- Score on the Graduate Management Admissions Test (GMAT)

- Previous work experience

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

- An application with the $25 application fee
- Official transcripts from each college or university attended
- Two letters of recommendation
- Graduate Management Admissions Test (GMAT) results. Graduate Record Examination (GRE) scores may be submitted in lieu of the GMAT.
- Immunization Records
- Statement of Purpose essay

STATUS

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

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

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

Special: This status is assigned to those students who are taking graduate courses, but whose applications are not yet complete. Students who are awaiting the GMAT could be enrolled in this category. Admission as a special student does not necessarily mean that the student will be accepted as a regular student when and if application is made for such status. No more than 12 hours in special status may be applied toward the master's degree. Admission to special status requires the submission of official undergraduate transcripts.

ACADEMIC STANDARDS

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

TRANSFER CREDIT

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

In special circumstances, and individual who has begun a graduate management program at another accredited institution may transfer up to nine credits from the program, if those credits have been earned

within five years of the date of entry to the Husson program. Likewise, an individual who relocates out of the area may, with prior approval of the Dean, transfer back to the Husson program up to nine credits of graduate-level course work from an accredited institution in order to complete the requirements for the M.S. in Business degree. Only credits earned in course work completed with a grade of "B" or better will be eligible for transfer.

No credits used to earn another degree can be applied in transfer to the Husson M.S. in Business Program.

INTERNATIONAL STUDENTS

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

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

SCHOOL OF BUSINESS MINORS

Accounting

Ac 121	Principles of Accounting I
Ac 122	Principles of Accounting II
Ac 201	Intermediate Accounting I
Ac 202	Intermediate Accounting II
Ac 211	Managerial Accounting
Ac 441	Federal Taxation I

Computer Information Systems

Mi 111	Introduction to Micro computing or
Mi 131	Introduction to Information Systems
Mi	Electives (18 credits)

Hospitality Management

Ha 101	Introduction to Hospitality Management
Ha 201	Food and Beverage Control Systems
Ha 202	Facilities Management and Guest Services
Ha 302	Hospitality Facilities Design and Maintenance

Hospitality Internship appropriate to student background (6 or 9 credits)

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

THE SCHOOL OF EDUCATION

THE FACULTY

Cindy Connelley, M.S., C.H.E.S.
Physical Education
Health Education

Lynne Coy-Ogan, Ed.D.
Dean, School of Education

Mikal Crawford, Ed.D.
Graduate Counseling

Deborah Drew, Ed.D.
Program Coordinator
Graduate Counseling Programs

Jeannie Hamrin, Ed.D.
Elementary and Secondary Education

Kelly Mead, M.Ed., C.A.S.
Elementary and Secondary Education

Miles Nelson, Ph.D.
Physical Education

Jeri Stephens, Ph.D., L.C.P.C.
School Counseling
Counseling Psychology

Paula Tingley, Ed.D.
Assistant Dean

Terry Tang, Ed.D.
Elementary Education

Sandip Wilson, Ed.D.
Elementary Education

Jeff Wren M. Ed.
Physical Education

THE PROGRAMS

UNDERGRADUATE

- B.S. Elementary Education (K-8)
- B.S. Health Education (K-12)
- B.S. Physical Education (K-12)
- B.S. Physical Education, Non-Teaching Track – Youth Development
- B.S. in Secondary Education, with concentrations in:
  - -English (7-12)
  - -Life Sciences (7-12)
  - -Physical Science (7-12)

GRADUATE

- M.S. Clinical Mental Health Counseling
- M.S. Human Relations
- M.S. Pastoral Counseling
- M.S. School Counseling

ALTERNATIVE-TEACHER CERTIFICATE PROGRAMS

- Certificate in Elementary Education
- Certificate in Secondary (grades 7-12) Education with concentrations in:
  - -English
  - -Life Science
  - -Physical Science

FEATURES OF THE PROGRAMS

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

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

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

REQUIREMENTS OF THE PROGRAM

Teacher education majors must earn an overall 2.5 cumulative grade-point average and must pass all education courses with a C+ (77%) or better. Transfer students must complete a minimum of 48 education core credit hours and from 27 to 49 credit hours in content area courses at Husson to be eligible for graduation.

There are three categories of course offerings within the Husson program: general education, professional education and teaching specific content. Consistent with state teacher certification standards, undergraduates are expected to complete at least 60 hours of liberal arts coursework. The education core requires at least an additional 61 hours of courses within the School of Education, which includes the clinical, practicum, and student teaching experiences.

Clinical, Practicum, and Student Teaching Experiences

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

CLINICAL EXPERIENCES

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

PRACTICUM EXPERIENCES

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

Ed 310 Educational Practicum I
Ed 320 Educational Practicum II
Ed 430 Educational Practicum III

STUDENT TEACHING

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

Ed 450 Student Teaching/Seminar

PROGRAMS IN ELEMENTARY EDUCATION

B.S. Elementary Education (K-8) 123 Credits

FEATURES OF THE PROGRAM

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

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

Bachelor of Science in Elementary Education

General Education Courses

Eh 123	Rhetoric and Composition I
Eh 124	Rhetoric and Composition II
Eh 200	Approaches to Literature
He 111	The Husson Experience
Hy 101	History of Western Civilization
Hy 111	United States History I
Hy 210	World Geography
Ms 115	Quantative Literacy
Ms 132	Probability and Statistics
Ms 141	Contemporary College Algebra
Ph 110	Ethics
Py 111	General Psychology
Py 241	Human Growth and Development
Sc 104	Organismal Biology
Sy 201	Principles of Sociology
Sc 261	Integrated Physical Science I
Sc 262	Integrated Physical Science II

Foreign Language Elective

Education Courses

Ed 201	Philosophical Foundations of Education

Ed 210	Technology in Education
Ed 230	Children's Literature
Ed 232	Teaching Writing in the Schools
Ed 308	Methods in Language Arts
Ed 309	Classroom Management
Ed 310	Educational Practicum I
Ed 314	Assessment Practices
Ed 315	Methods in Reading
Ed 316	Methods in Science
Ed 320	Education Practicum II
Ed 321	Educating Exceptional Students
Ed 331	Curriculum and Instruction for Elementary Education
Ed 389	Educational Psychology
Ed 409	Methods in Mathematics
Ed 415	Methods in Social Studies
Ed 430	Educational Practicum III
Ed 450	Student Teaching/Seminar in Teaching

Note: Additional courses are required as Content Electives for area of Concentration.
Also required are exposure to the fine arts, co-curricular activity, and community service.

PROGRAM IN HEALTH EDUCATION

B.S. Health Education (K-12) 124 Credits

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

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

General Education Courses

EH 123	Rhetoric and Composition I
EH 124	Rhetoric and Composition II
EH 200	Approaches to Literature
MS 115	Quantitative Literacy
MS 141	Contemporary College Algebra
PH 110	Intro to Ethics
PY 111	General Psychology
PY 241	Human Growth and Development
SC 104	Organismal Biology
SY 201	Principles of Sociology
Foreign Language Elective	
History Elective	

Professional Courses

ED 201	Philosophical Foundations of Education
ED 213	Curriculum and Evaluation in Physical Education
ED 215	Teaching Elementary Education
ED 222	Personal Health and Fitness
ED 240	History and Philosophy of Health/ P.E.
ED 310	Practicum I
ED 320	Educational Practicum II
ED 321	Educating Exceptional Students
ED 330	Substance Abuse Prevention
ED 350	Teaching secondary health education
ED 389	Educational Psychology
ED 410	Assessments in Health and Physical Education
ED 430	Educational Practicum III
ED 440	Disease Prevention and Health Promotion
ED 441	Community Health
ED 444	Individual Sports / Lifetime Activities
ED 445	Comprehensive School Health Programs
ED 450	Student Teaching/ Seminar

ED 499	Community Health
SC 101	Introduction to Nutrition
SC/SL 120	Anatomy and Physiology
SC 292	Epidemiology
SC 330	Exercise Physiology
SC 360	Biomechanics / Kinesiology
SC 410	Motor Learning
SM 304	Principles of Sports Medicine

Health Electives (2)

PROGRAMS IN PHYSICAL EDUCATION

B.S. Physical Education (K-12)	124 Credits
B.S. Physical Education, Non-Teaching Track – Youth Development	124 Credits

Features of the Program

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

Bachelor of Science in Physical Education

General Education Courses

Eh 123	Rhetoric and Composition I
EH 124	Rhetoric and Composition II
EH 200	Approaches to Literature
MS 141	Contemporary College Algebra
Ms 115	Quantative Literacy
Ph 110	Intro to Ethics
Py 111	General Psychology
PY 241	Human Growth and Development
Sc 101	Introduction to Nutrition
Sc 104	Organismal Biology
Sc/Sl 120	Functional Anatomy and Physiology
Sc 360	Biomechanics and Kinesiology in Human Performance
Sc 410	Motor Learning
Sc 330	Exercise Physiology
Sy 201	Principles of Sociology

History Elective
Foreign Language Elective
Content Elective
Health Electives (2)

Professional Courses

Ed 201	Philosophical Foundations of Education
Ed 202	Methods of Teaching Outdoor and Adventure Education
Ed 208	Skill Activities
Ed 213	Curriculum and Evaluation in P.E.
Ed 222	Personal Health and Fitness
Ed 240	History and Philosophy of Physical Education
Ed 243	Team Sports/Tech and Strategies
Ed 244	Individual Sports and Lifetime Act.

Ed 302	Adaptive Developmentally Appropriate Physical Education*
Ed 310	Education Practicum I
Ed 320	Education Practicum II
Ed 321	Educating Exceptional Students
Ed 389	Educational Psychology
Ed 410	Assessment in Physical Education
Ed 430	Education Practicum III
Ed 446	Elementary P.E. Methods
Ed 447	Secondary P.E. Methods
Ed 450	Student Teaching/Seminar in Teaching
Ed*	First Aid and Sports Medicine

Note: Students will also select a Physical Education elective.
Also required are exposure to the fine arts, co-curricular activity, and community service.
*Course under development

B.S. in Physical Education - Non-Teaching Track - Youth Development

The non-teaching degree in Physical Education is designed for students interested in working in the area of physical education and youth development in non-school programs like those offered at the YMCA/YWCA, Boys and Girls Clubs, and municipal recreational departments. The course work prepares students for positions in community-based youth serving agencies and includes practicum and internship experiences which provide supervised opportunities to connect theory to practice. The degree program consists of 60 hours of liberal arts education and 48 hours of coursework in physical education. The remaining hours are focused in the field of youth development.

Bachelor of Science in Physical Education - Non-Teaching Track - Youth Development
General Education Courses

Eh 123	Rhetoric and Composition I
Eh 124	Rhetoric and Composition II
Eh 200	Approaches to Literature
Ms 141	Contemporary College Algebra
Ms 115	Quantative Literacy
Ph 110	Intro to Ethics
Py 111	General Psychology
Py 331	Interpersonal Relations
Py 241	Human Growth and Development
Py 346	Adolescent Psychology
Sc 101	Introduction to Nutrition
Sc 104	Organismal Biology
Sc/Sl 120	Functional Anatomy and Physiology
Sc 360	Biomechanics and Kinesiology in Human Performance
Sc 410	Motor Learning
Sc 330	Exercise Physiology
Sm 304	Principles of Sports Medicine
Sy 201	Principles of Sociology
Sy 211	Contemporary Social Issues

Sy 312	Sociology of Work
History Elective	
Foreign Language Elective	

Professional Courses

Ed 201	Philosophical Foundations of Education
Ed 202	Methods of Teaching Outdoor and Adventure Education
ED 208	Skill activities
Ed 222	Personal Health and Fitness
Ed 240	History and Philosophy of Physical Education
Ed 243	Team Sports/Tech and Strategies
Ed 244	Individual Sports and Lifetime Act.
Ed 302	Adaptive Physical Education *
Ed 310	Education Practicum I
Ed 320	Education Practicum II
Ed 321	Educating Exceptional Students
Ed 389	Educational Psychology
Ed 419	Mentoring Children and Youth
Ed 420	Physical Activity Programming in Youth Development
Ed 422	Internship in Youth Development
Ed 430	Education Practicum III
Ed 421	Evaluating Youth Development Programs
Ed 446	Elementary P.E. Methods
Ed 447	Secondary P.E. Methods
Ed 450	Student Teaching/Seminar in Teaching
Ed*	First Aid in Sports Medicine*

Two Academic Content Electives

Health Elective

Elective

Also required are exposure to the fine arts, co-curricular activity, and community service.

*Course under development

PROGRAM IN SECONDARY EDUCATION

B.S. in Secondary Education 124 Credits

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

PROGRAM OUTLINE

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

The program experiences in Secondary Education include four areas:

Liberal Arts: General Education Courses

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

Professional Educational Courses

Professional educational courses prepare teachers to be conversant with the philosophy of education, educational processes, standards, and technology as defined by the State of Maine Learning Results for the 21st century educators. Courses in these areas include philosophical foundations of education, test and measurement, curriculum and evaluation, 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 and evaluation for junior and high school are emphasized.

Clinical Experiences, Practicum, and Student Teaching

There are two non-credited clinical experiences, three one hour credit practicum, and a twelve hour credit student teaching experiences.

CLINICAL EXPERIENCES

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

PRACTICUM EXPERIENCE

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

STUDENT TEACHING

Student teaching will consist of two placements for a total of sixteen weeks. The objective for the two field placements is for the students to experience the elementary and junior/middle school grade levels. Students will produce a portfolio at the end of their student teaching experiences. In conjunction with the teaching experiences, students are required to return to campus to take a seminar in teaching course. This course is designed to provide education students with the opportunity to reflect and assess their knowledge, skills and attitude in teacher preparation. This is a capstone course in the teacher education program. As students engage in student teaching in schools, they will bring back a wealth of experiences that can be discussed in this class to strengthen each other. Each student in the class will be videotaped once during their student teaching placement. The visual information will be discussed in the class. Appropriate feedback in curriculum organization, lesson planning, assessment, communication skills, and management strategies will be provided by fellow students and the instructor. The comprehensive portfolios created by student teachers will be used for class discussion. This course is designed around the 13 guiding principles stated in our Education Student Handbook and the 10 Maine Standards for Results-based Initial Teacher Certification from the State Board of Education.

Course Requirement for each of the concentrations:

English

General Education

Eh 123	Rhetoric and Composition I
EH 124	Rhetoric and Composition II
EH 200	Approaches to Literature
Hy 111	U.S. History I
Hy 210	World Geography
Ms 132	Probability and Statistics
Ms 141	Contemporary College Algebra
Py 111	General Psychology
Py 346	Adolescent Psychology
Ph 110	Intro to Ethics
Sc 104	Organismal Biology
Sy 201	Principles of Sociology

Foreign Language Elective

Fine Arts Course

Professional Education

Ed 201	Philosophy and Foundation of Education
Ed 210	Technology in Education
Ed 232	Teaching Writing in Schools
ED 308	Methods in Language Arts

Ed 309	Classroom Management
Ed 314	Assessment Practices
ED 315	Methods in Writing
Ed 321	Educating Exceptional Students
Ed 331	Curriculum and Instruction
Ed 389	Educational Psychology

Concentrations

Eh 229	Introduction to Poetry
Eh 230	Introduction to Short Story
Eh 241	Major British Writers
Eh 234	American Literature I
Eh 235	American Literature II
Ed 230	Children's Literature
Eh 215	Creative Writing Workshop
Eh 311	Advanced Writing
English Elective	

Experiential

Ed 310	Education Practicum I
Ed 320	Education Practicum II
Ed 430	Education Practicum III
Ed 450	Student Teaching / Seminar
Clinical I and II	

Other Required Courses

Py 346	Adolescent Psychology
MS 1412	Contemporary College Algebra
Science Elective	

Life Sciences

General Education

Eh 123	Rhetoric and Composition I
Eh 124	Rhetoric and Composition II
Eh 200	Approaches to Literature
Hy 111	U.S. History I
Hy 210	World Geography
Ms 132	Probability and Statistics
Ms 141	Contemporary College Algebra
Py 111	General Psychology
Ph 110	Intro to Ethics
Sc 104	Organismal Biology
Sy 201	Principles of Sociology
Foreign Language Elective	
Fine Arts Course	

Professional Education

Ed 201	Philosophy and Foundation of Education
Ed 210	Technology in Education
ED 232	Teaching Writing in Schools
Ed 309	Classroom Management
Ed 314	Assessment Practices
Ed 317	Methods in Secondary Science
Ed 321	Education Exceptional Students
Ed 331	Curriculum and Instruction
Ed 389	Educational Psychology

Concentrations

Sc 101	Intro to Nutrition
Sc 180 / Sl 180	Chemistry I
Sc 240 / Sl 240	Evolution and Ecology
Sc 121 / Sl 121	Anatomy and Physiology I
Sc 122 / Sl 122	Anatomy and Physiology II
Sc 241 / Sl 241	Microbiology
Sc 151	Conceptual Physics
Sc 141	Environmental Science
Sc 135	Introduction to Meteorology
Sc 291	Cell Biology

Experiential

Ed 310	Education Practicum I
Ed 320	Education Practicum II
Ed 430	Education Practicum III
Ed 450	Student Teaching/Seminar
Clinical I	

Other Required Courses

Py 346	Adolescent Psychology
MS 141	Contemporary College Algebra

Physical Science

General Education

Eh 123	Rhetoric and Composition I
EH 124	Rhetoric and Composition II
EH 200	Approaches to Literature
Hy ___	History Elective
Ms 141	Contemporary College Algebra
Py 111	General Psychology
Ph 110	Intro to Ethics
Sc 141	Environmental Science
Sy 201	Principles of Sociology
Foreign Language Elective	

Fine Arts Course

Professional Education

Ed 201	Philosophy and Foundation of Education
Ed 210	Technology in Education
Ed 232	Teaching Writing in Schools
Ed 309	Classroom Management
Ed 314	Assessment Practices
Ed 317	Methods in Secondary Science
Ed 321	Educating Exceptional Students
Ed 331	Curriculum and Instruction
Ed 389	Educational Psychology

Concentrations

Sc 181 / Sl 181	Chemistry I
Sc 182 / Sl 182	Chemistry II
Sc 271 / Sl 271	Physics I
Sc 272 / Sl 272	Physics II
Sc 135	Introduction to Meteorology
Sc 150	Astronomy
Sc 291	Cell Biology
Sc 381 / Sl 381	Organic Chemistry I
Sc 362	Dynamics of the Earth
Sc 394 / Sl 394	Analytic Chemistry

Experiential

Ed 310	Education Practicum I
Ed 320	Education Practicum II
Ed 430	Education Practicum III
Ed 450	Student Teaching / Seminar
Clinical I	

Other Required Courses

Py 346	Adolescent Psychology
Ms 243	Trigonometry

GRADUATE PROGRAMS IN COUNSELING

M.S. Clinical Mental Health Counseling	60 Credit Hours
M.S. Human Relations	36 Credit Hours
M.S. Pastoral Counseling	52 Credit Hours
M.S. School Counseling	36 Credit Hours

The School of Education offers four master's degrees: Clinical Mental Health Counseling, Human Relations, Pastoral Counseling, and School Counseling. The programs are designed enhance the professional skills and development of students who may choose to achieve licensure or certification or who want to attain additional knowledge in the area of counseling and human relations. While the following provides general guidelines as to academic standards and policies, students should reference specific information described under the specific programs.

Admission requirements include:

- Completed application form and fees
- Letters of Recommendation (three) from persons in a position to judge the applicant's preparation for, and ability to undertake, graduate study.
- BA or BS in Psychology, Social and Behavioral Sciences, or related field; 3.0 overall grade point average or better recommended.
- Standardized test scores (MAT or GRE) taken within the past five years, sent directly from the testing service. This requirement is waived for applicants already holding a graduate degree, (recommended cumulative score on GRE of 1000 or better).
- Interview

STATUS

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

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

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

Special: This status is assigned to those students who are taking graduate courses, but whose applications are not yet complete. Admission as a special student does not necessarily mean that the student will be accepted as a regular student when and if application is made for such status. No more than 6 hours in special status may be applied toward the master's degree.

ACADEMIC STANDARDS

Students must maintain a "B" average (3.0) in order to continue in a graduate program. A student whose average falls below 3.0, who earns a grade lower than a "C," or who earns more than two grades of "C" or

"C+," will be reviewed by the Graduate Academic Program Committee, which may dismiss the student or determine the conditions under which the student may continue in the program. No more than six credits of course work in the "C" range can be applied toward the master's degree. A student who has not attained a grade point average of 3.0 or better at the end of his or her program of study will not graduate.

TRANSFER CREDIT

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

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

M.S. Clinical Mental Health Counseling

This program consists of a minimum of 60 hours of counseling courses that provide students with a thorough background in the areas of individual and group counseling theories and skills; clinical practice; ethical, professional and legal issues in counseling; social and cultural factors in counseling; human development across the lifespan; work, leisure and career development theories and interventions; assessment in counseling, and the application of research. This program prepares students for licensure and national certification and for careers in mental health agencies, hospital programs private practices, counseling centers and other private and public mental health facilities.

Comprehensive Examination

Students enrolled in the 60-hour program must complete a comprehensive examination prior to entering internship.

Graduation Requirements – Students enrolled in the 60-hour program must:

- Have been admitted to degree candidacy.
- Have passed the comprehensive examination.
- Have completed the required course of study with a cumulative grade point average of 3.00 or better. Coursework with a recorded grade below "C" will not count towards the degree.

Master of Science in Clinical Mental Health Counseling course requirements:

Py 701	Counselor Professional Identity, Function and Ethics
Py 702	Human Growth and Development
Py 703	Research and Program Evaluation

Py 704	Ethnicity, Families and Counseling
Py 705	Theories of Counseling
Py 710	Counseling Techniques
Py 712	Group Process
Py 721	Individual Appraisal
Py 722	Career Development and Counseling
Py 801	Marriage and Family Counseling
Py 846	Psychopathology and Counseling
Py 867	Diagnoses and Planning
Py 868	Capstone Course
Py 890	Practicum
Py 891	Counseling Internship I
Py 892	Counseling Internship II

Electives (12 credit hours)

M.S. in Human Relations

This program consists of a minimum of 36 hours of graduate level coursework, including 21 hours in psychology, counseling and human development, as well as 15 credits hours of targeted electives for individuals such as teachers, ministers, human resource directors, nurses, law enforcement officers, managers, student affairs personnel in college or university settings, and others who regularly apply psychological insights into their work settings. Electives are typically from such graduate level academic disciplines as business, communications, education, and varied human services fields. Students enrolled in the Human Relations program may apply to transfer to other Counseling programs any time before their graduation.

Master of Science in Human Relations program requirements:

Py 702	Human Growth and Development
Py 703	Research and Program Evaluation
Py 710	Counseling Techniques
Py 712	Group Process
Py 722	Career Development and Counseling
Py 801	Marriage and Family
Py 868	Capstone Course

Electives – 15 pre-approved graduate-level credit hours

M.S. in Pastoral Counseling

This graduate degree program offers coursework and field experiences designed to prepare students for the practice of Pastoral Counseling. Graduates of the program will have the academic preparation to apply for the National Certified Counselor (NCC) credential and for conditional licensure as a Pastoral Counselor in Maine. An additional goal of the program is to offer mental health practitioners and clergy and other appropriate professionals formation, theory, and skills in pastoral counseling. In addition graduate students in counseling, human relations, ministry, criminal justice, nursing, occupational therapy, education, and

other appropriate programs will have the opportunity to take coursework related to the practice and ideology of pastoral care.

Master in Pastoral Counseling Program requirements

PY 701	Professional Identity, Issues, and Ethics
PC 701	Introduction to the Field of Ministry and Leadership Studies
PY 702	Human Growth and Development
PC 702	Basic Pastoral Care
PC 703	Pastoral Theology and Psychology
PY 703	Research and Program Evaluation
PY 704	Ethnicity, Families, and Counseling
PY 705	Theories of Counseling
PY 710	Counseling Techniques
PY 712	Group Processes
PY 721	Assessment in Counseling *or*
PC 704	Clinical/Pastoral Assessment
PC 705	Grief and Bereavement Counseling
PY 801	Marriage and Family Counseling
PY 722	Career Development and Counseling
PY 867	Diagnosis and Treatment Planning

Electives: 3 credits required (Choose from below):

ED 710	Counseling Children and Adolescents (elective)
PC 706	Life Cycle Ritual
PY 827	Crisis Intervention
PC 707	Faith Development
PC 708	Psychology of Religion
PC 709	Spiritual Direction
PY 846	Psychopathology

Field Experience:

PC 760	Clinical Pastoral Education

Clinical Pastoral Education

One unit of 400 contact hours in clinical pastoral education in a program accredited by ACPE. This is a supervised internship in ministry to persons in crisis. Development of a pastoral identity and the integration of the person of the student chaplain into the ministry is a central goal. A typical program of clinical pastoral education would include ministry to individuals and their families, written reports of visits reviewed in individual and/or group supervision, group dynamics sessions, and didactic seminars. The ministry is in the context of teamwork with other professionals.

M.S. in School Counseling

The School Counseling program is designed to prepare entry-level school counselors. The 36-hour program is comprised of coursework, a semester-long practicum and a two-semester internship of a at least 300 hours. Participants are prepared for Maine State certification as a School Counselor. Working closely with faculty, students will develop a comprehensive understanding of the school guidance profession, acquire individual and group counseling skills, and examine current issues and theories in school counseling. The practicum and internship experiences will allow students to apply their understanding of the theory and research in highly supervised K-12 educational settings.

Master of Science in School Counseling
Program Requirements

Ed 701	Introduction to School Guidance Counseling
Ed 705	The Changing Role of the School Counselor
Ed 710	Practices in Counseling Young Children and Adolescents
Ed 750	Field Experience in School Counseling
Ed 760	Internship in School Counseling
Py 702	Human Growth and Development
Py 703	Research and Program Evaluation
Py 705	Theories of Counseling
Py 710	Counseling Techniques
Py 712	Group Process
Py 721	Individual Appraisal
Py 722	Career Development and Counseling

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.

ALTERNATIVE-TEACHER CERTIFICATE PROGRAMS

Certificate in Elementary Education	33+ credits
Certificate in Secondary (grades 7-12) Education	21 Credits

Certificate in Elementary Education

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

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

PROGRAM CURRICULUM

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

Ed 309	Classroom Management
Ed 314	Assessment Practices
Ed 315	Methods in Reading
Ed 316	Methods in Science
Ed 409	Methods in Math
Ed 415	Methods in Social Studies
Ed 321	Educating Exceptional Students
Ed 450	Student Teaching Seminar

Choose one of the following:

Ed 232	Writing in Schools or
Ed 308	Methods in Language Arts or
Ed 230	Children's Literature

Six additional credits are required in each of the following disciplines: English, Mathematics, Science and Social Studies and may be taken from undergraduate coursework.

Certificates in Secondary Education

(Pathways II)
English
Life Science
Physical Science

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

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

PROGRAM CURRICULUM

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

Certificate in Secondary English Education (Pathways II):

ED 309	Classroom Management
ED 314	Assessment Practices
ED 319	Methods in Secondary English
ED 321	Educating Exceptional Students
ED 450	Student Teaching Seminar

24 Credits in English

Certificate in Secondary Life Science (Pathways II):

ED 309	Classroom Management
ED 314	Assessment Practices
ED 317	Methods in Secondary Science
ED 321	Educating Exceptional Students
ED 450	Student Teaching Seminar

24 Credits in Life Science

Certificate in Secondary Physical Science (Pathways II):

ED 309	Classroom Management
ED 314	Assessment Practices
ED 317	Methods in Secondary Science
ED 321	Educating Exceptional Students
ED 450	Student Teaching Seminar

24 Credits in Physical Science

THE SCHOOL OF HEALTH

THE FACULTY

Cheryl L. Adams, M.H.S., O.C.S.
Musculoskeletal
Physical Agents

Donald Bohus, M.S., R.N.
Medical Surgical
Adult Health

Lisa Cyr Buchannan, M.S. FNP-BC, CRRN
Director, FCNP Track
Family Health
Rehabilitation

Karen Camargo, M.S.N., R.N.
Director, Nursing Education Track

Elizabeth-Ellen Clark, Ph.D., R.N.C.
Director, Undergraduate Nursing
Caring
Psychiatric Mental Health
Quality of Life

Kimberly Davis, M.S., O.T.D., OTR/L
Psychosocial Theory
Fieldwork Coordinator

Laurie Eddy, M.S.N., OB/GYN NP - C, F.N.P.
Women's Health

Ann P. Ellis, Ed.D., C.S.
Medical/Surgical Adult Health
Rehabilitation

Lynn Gitlow, Ph.D., OTR/L, ATP
Director, Occupational Therapy Program
Theory
Assistive Technology

Suzanne P. Gordon, Ed.D., P.T.
Director, Physical Therapy Program
Pediatrics
Education

Nancy Grover, M.S.N., P.M.H.-N.P.
Child, Adolescent and Adult
Psychiatric Mental Health

Valerie Herbert, M.S.N., R.N.
Director of Learning Resources and Simulation
Simulation and Health Informatics
Critical Care

Barbara S. Higgins, Ph.D., W.H.N.P.
Chair, Nursing
Women's Health
Child and Family Studies

Christine Hubbard, M.A., OTR/L
Occupational Therapy
Pediatrics

Donna Huff, M.S. PMHNP, C.S., A.N.P.
Adult Psychiatric Mental Health

Karen Morren, M.P.T.
Clinical Education
Therapeutic Skills

Cynthia A. Peterson, M.S., R.N.
Medical-Surgical
Adult Health

Marilynn Petit, M.S.N., PMH-NP
Child/Adolescent and Adult Mental Health

Arthur Schwarcz, Ph.D., P.T.
Neuromusculoskeletal Rehab
Sports Medicine
Manual Therapy

Wayne Scott, Ph.D., P.T.
Biomechanics and Movement Science

Ben Sidaway, Ph.D., P.T.
Anatomy
Neuroscience
Motor Control/Learning
Biomechanics

Sondra G. Siegel, Ph.D., P.T.
Neurophysiology
Neuromuscular

Janie Smith, M.S., R.N.
Emergency and Wilderness Health
Leadership and Quality

Connie Sprague, M.S.N., A.P.R.N., B.C.
Psychiatric Mental Health

Teresa W. Steele, Ph.D., A.P.R.N., B.C.
Dean, School of Health
Director, Advanced Practice Psychiatric Nursing
Psychiatric-Mental Health
Organizational Behavior

Kimberly Steinbarger, P.T., M.H.S.
Clinical Education
Versatilist

Eric Strong, Ph. D.
Exercise Science Wellness

Mary Tedesco-Schneck, M.S.N., C.P.N.P.
Parent-Child Health

Deborah Whittemore, M.S.N., N.P.
Community Health

THE PROGRAMS

UNDERGRADUATE

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

GRADUATE

- Nursing
  - M.S. in Nursing
  - Advanced Practice Psychiatric Nursing Track
  - Family and Community Nurse Practitioner Track
  - Nursing Education Track
- Post Masters Certificate
  - Adult Psychiatric Mental Health Nurse Practitioner
  - Advanced Practice Psychiatric Nursing (CS)
  - Family and Community Nurse Practitioner
- Occupational Therapy
  - M.S. in Occupational Therapy
  - Advanced M.S. in Occupational Therapy
- Physical Therapy
  - Doctor in Physical Therapy
  - Transitional Doctorate in Physical Therapy (tDPT)

UNDERGRADUATE PROGRAM IN NURSING

B.S. Nursing 127 credits

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

The program provides a strong base in the arts and sciences, both as a theoretical foundation for nursing practice and as a component of a well-rounded education. Clinical experience in nursing is integrated throughout the program of study. The nursing faculty are proficient in their theoretical knowledge and active in their respective clinical areas, providing students with role models for excellence in patient care.

A well-equipped learning resource laboratory located on the University campus allows students to have extensive practice in developing and refining critical-thinking and psychomotor skills. High-fidelity simulation opportunities provide valuable active-learning in a safe practice environment. The goal of all learning experiences is to prepare professional nurses who, upon graduation, are theoretically knowledgeable, clinically competent, and compassionate care providers.

Throughout the program, emphasis is placed on building upon the student's past learning experience. In keeping with overall University policies, transfer, CLEP and proficiency examination options are available to students who have completed appropriate educational experiences prior to entering the program. Part-time alternatives for working students who wish to pursue a baccalaureate degree are available.

ADMISSIONS POLICIES

Criteria for Admission—First Year Students

All beginning first-year students in the Nursing Program will be required to meet and comply with the basic admission criteria for Husson University. In addition, the Nursing Program maintains specific eligibility requirements. The specific admission requirements for the Nursing Program are as follows:

- Graduation from an approved high school or credentials indicating equivalent preparation.
- SAT I of at least 1350 (or ACT equivalent).
- High school average of at least 86 (GPA. 3.0).
- Completion of the following high school subjects with a grade of "C+" or better:
  - Four years of English
  - Two years of mathematics, including one year of algebra
  - Two years of science, including one year of chemistry
  - One year of social science

- Health qualifications determined through health care provider examination and immunization record.

Personal qualifications as determined through references and a biographical essay that includes personal goals. Personal history allowing clinical placements as determined through clinical background check.

PROCEDURE FOR STUDENT APPLICATION

The applicant must have the following official records sent to the Husson University Admissions Office before being considered for admission:

- High school transcript.
- College transcript or transcript from any other schools attended; Advanced placement test scores if applicable
- Scholastic Aptitude Test (SAT I) results.
- Two references from teachers and/or employers.

Preference will be given to candidates who rank in the upper half of their high school graduating class and who achieve a combined score on the Scholastic Aptitude Test (SAT I) of 1350 or above.

APPLICATION FOR TRANSFER STUDENTS

Applicants wishing to transfer to Husson University from another school must submit the following records for consideration:

- Transcript(s) from former school(s).
- Copy of catalog from former school(s).
- Health records (student may have summary sent from former school).
- Two references from teachers and/or employers.
- Immunization Records

Students may be requested to take a Scholastic Aptitude Test (SAT I) or to come to campus for an interview.

For transfer credit, each course must be comparable to those courses offered by the Husson University/EMMC Nursing Program. Grades of C or above (C+ or above for all Core science and all Nursing courses) will be considered for transfer credit. Students must have a transfer GPA of 3.0 or higher.

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 Nursing Program will be considered on an individual basis. Specific requirements may be waived in exceptional circumstances.

GRADING POLICIES

Students admitted to the Bachelor of Science in Nursing Program are required to meet the criteria of the institution and the Nursing Program as follows, in order to progress in the program:

1. Maintain a cumulative GPA of 2.7 or better, and
2. Earn at least a C+ (77%) in all CORE courses. CORE courses consist of all Nursing courses and those Science courses listed below.
3. Earn a grade of Pass in all clinical nursing courses graded Pass/Fail.

SC 121	Anatomy and Physiology I
SL 121	Anatomy and Physiology I-Lab
SC 122	Anatomy and Physiology II
SL 122	Anatomy and Physiology II-Lab
SC 180	Principles of General Chemistry
SL 180	Principles of General Chemistry-Lab
SC 241	Microbiology
SL 241	Microbiology-Lab
SC 233	Pathophysiology
SC 234	Nutrition

At the completion of each semester (in January and May) all nursing students' records are reviewed by the Nursing Admissions and Academic Review Committee (NAARC) that is composed of nursing faculty. If the NAARC determines that a student has not satisfied the above academic criteria, the student may be subject to dismissal from the Nursing program. Alternatively, and at the option of the NAARC, the student will be required to retake any failed course and may be required to reduce their credit load and/or be subject to a remedial action plan. For further details, please see the BSN Student Handbook.

Bachelor of Science in Nursing
General Education Courses

Eh 123	Rhetoric and Composition I
Eh 124	Rhetoric and Composition II
Eh 200	Approaches to Literature
Ms 132	Probability and Statistics
MS 141	Contemporary College Algebra
Ph 110	Intro to Ethics
Py 111	General Psychology
Py 241	Human Growth and Development
Sc and Sl 121	Anatomy and Physiology I (with lab)
Sc and Sl 122	Anatomy and Physiology II (with lab)
Sc and Sl 180	Principles of General Chemistry (with lab)
Sc 233	Pathophysiology
Sc and Sl 241	Microbiology (with lab)
Sc 234	Nutrition
Sy 201	Principles of Sociology

Communication Elective
General Electives (1)
Foreign Culture and Conversation Elective

Fine Arts Elective
Community and Co-curricular activities are also required.

Professional Courses

Nu 100	Professional Concepts in Nursing
Nu 206	Health Promotion Across the Life Span
Nu/Nl 208	Health Assessment
Nu/Nl 211	Nursing Interventions I
Nu/Nl 212	Nursing Interventions II
Nu 214	Pharmacology
Nu/Nl 315	Child Health
Nu 320	Nursing Research
Nu/Nl 322	Adult Family Health I
Nu/Nl 323	Adult Family Health II
Nu/Nl 324	Maternal and Newborn Nursing
Nu/Nl 412	Community Health
NuNl 422	Community Mental Health
Nu/Nl 424	Senior Practicum
Nu	Nursing Elective
Nu 426	Policy Leadership and Management in Nursing

GRADUATE PROGRAMS IN NURSING

M.S. in Nursing	40 - 44 credit hours
Post-Master's (CS) Certificate	14 - 40 credit hours

ADMISSION

Application for admission should be made to:

School of Graduate Studies
Husson University
One College Circle
Bangor, ME 04401

The successful Master of Science in Nursing applicant will have received a B.S.N from an accredited institution with a minimum 3.0 GPA, show promise of ability and motivation to pursue graduate-level study, and have completed undergraduate health assessment and statistics courses. In addition, a minimum of one year professional clinical nursing practice is required with additional experience strongly recommended.

The Graduate Nursing Admissions Committee makes admission decisions based on the following factors:

- Previous college or university work
- Score on the Miller Analogies Test (MAT) or Graduate Record Examination (GRE)
- Letters of recommendation
- A personal interview with a graduate nursing faculty member of the School of Health.

The committee makes its determination based on a composite of factors and is aware that one factor alone may not reflect an applicant's true potential.

A complete Master of Science in Nursing application includes:

- The Graduate Application
- Application fee
- Official transcripts of all previous college work
- Three letters of recommendation
- GRE/MAT results
- Immunization Records
- Proof of RN licensure

Applications are accepted on a rolling basis, with courses starting in September, January and May.

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.

Special. This status is assigned to those students who are taking graduate courses without formally applying to the Graduate Nursing program. No more than 9 credit hours in special status may be applied toward the master's degree. Admission in special status requires the submission of official undergraduate transcript(s).

TRANSFER CREDIT

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

CHANGE OF SPECIALTY TRACK WITHIN HUSSON UNIVERSITY GRADUATE NURSING PROGRAM

A student in the Husson Master's program who wishes to change to a different specialty track needs to submit an application to the selected program. The application will be reviewed on a par with all other applicants during the admission review period. Following admission to the new program, the student will submit a Change of Specialty Form to the registrar. Courses successfully completed in the Husson Master's program that are required in the new specialty track will be accepted for credit.

ACADEMIC POLICIES

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

No grade below "B-" will be accepted in any graduate clinical nursing course. In the Family and Community Nurse Practitioner Track, these courses are Nu 704, 802, 804, and 806, 807, 808. In the Advanced Practice Psychiatric Nursing Track, these courses are Nu 704, 722, 810, 812, 814, and Nu 816. In the Nursing Education Track, these courses are NU 704, 830, 832, 834, 836, and 838. Students in the M.S.N. program may retake a clinical course for a passing grade only once. In the Nursing Education Track these courses are NU 704, 830, 832, 834, 836 and 838. If they earn a second grade below a "B-" in any other clinical course, they will be dismissed from the program.

Students will receive one final grade for each graduate nursing course. The clinical component will be graded on a "Pass/Fail" basis. If a student fails the clinical component, he or she receives an "F" for the overall course grade and must repeat both the class and clinical portions of the course.

All other academic and financial policies of the Graduate Nursing programs are consistent with those identified in the Husson University Catalog and Graduate Nursing Program Student Handbook.

RESOURCES FOR GRADUATE STUDY

Libraries: The Husson Library, in addition to its collection of nursing and health care related materials, has the capability of locating necessary materials in other libraries through Interlibrary Loan. Students have access to the Bangor Public Library, one of the finest in the East, the Eastern Maine Medical Center Parrot Health Sciences Library, and the Fogler Library at the University of Maine. The latter is the regional depository for all government publications.

Computer Facilities: The University has microcomputer labs with PCs. The labs provide instructional and operational assistance to users and potential users of microcomputers in business, professional, health and educational settings, as well as Internet access.

Health Assessment Lab: This facility offers graduate nursing students an opportunity to practice advanced health assessment skills in a realistic clinical setting. Exam areas and equipment are set up to simulate an ambulatory clinic setting for student use in both course labs and informal practice sessions.

Master of Science in Nursing - Nursing Education Track

This 40 credit CCNE accredited graduate track leads to the Master of Science in Nursing degree. The program reflects Husson's ongoing commitment to educate nurses for the challenges of the 21st century, preparing graduates for an educator role in either an academic or healthcare institution. Graduates will be eligible to sit for the NLN Nurse Educator Certification Exam upon completion of the two-year teaching experience criterion.

The NE track offers a distance education component for our students. The distance education option dramatically reduces the amount of travel necessary to complete the degree or accreditation. This option is especially attractive to students who live a significant distance from Husson University. Distance education techniques consist of interactive compressed video and on-line learning. If you are interested in completing the NE track using distance education technology, contact the program at 207-941-7001 for further details.

Track Outcomes

Upon completion, graduates will be expected to:

- Provide educational strategies to meet diverse learning needs in the classroom, clinical and nontraditional settings.
- Utilize comprehensive assessment and evaluation processes in nursing education.
- Synthesize relevant theories and specialized knowledge in nursing education.
- Analyze and apply research for improving nursing education in diverse settings.
- Influence nursing education by exhibiting competence in teaching, counseling, consultation, research, leadership and collaboration.

- Utilize an interdisciplinary focus in the delivery of nursing education.
- Contribute to the improvement of health and professional nursing education by influencing health policy.
- Utilize and apply health informatics and technology in nursing education.
- 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.

Master of Science in Nursing – Nursing Education Track

Professional Courses.

Nu700	Theories and Roles for Advanced Nursing Practice
Nu 704	Advanced Health Assessment
Nu 706	Advanced Pathophysiology
Nu 710	Nursing Research
Nu 730	Rural/Community Health Nursing
Nu 740	Public and Health Policy Issues and Challenges
Nu 830	Teaching Learning Theories and Strategies in Nursing Education
Nu 832	Curriculum Development in Nursing Education
Nu 834	Assessment and Evaluation
Nu 836	Informatics and Technology
Nu 838	Internship/Clinical Practicum in Nursing Education
Nu XXX	Nursing Elective

<u>Master of Science in Nursing - Family and Community Nurse Practitioner Track</u>

This CCNE accredited graduate track leads to the Master of Science in Nursing degree or a Post-Master's Certificate. It reflects Husson's ongoing commitment to educate nurses for the challenges of the 21st century. Graduates are eligible to sit for the ANCC or AANP Family Nurse Practitioner Certification Exam.

The FCNP Track offers a distance education component for our students. The distance education option dramatically reduces the amount of travel necessary to complete the degree or accreditation. This option is especially attractive to students who live a significant distance from Husson University. Distance education techniques consist of interactive compressed video and on-line learning. If you are interested in completing the Family and Community Nurse Practitioner Track using distance education technology, contact the program at 207-941-7001 for further details.

Track Outcomes

Upon completion, graduates will be expected to:

- Provide primary health care to individuals of all ages and their families, within diverse practice settings.
- Utilize community assessment in evaluating client needs and planning health care.
- Synthesize relevant theories and specialized knowledge into their clinical practice.

- Analyze and apply research literature used for improving health outcomes of individuals and their families.
- Influence family nursing practice by exhibiting competence in clinical practice, teaching, counseling, consultation, research, leadership and collaboration.
- Utilize an interdisciplinary focus in the delivery of comprehensive family health care.
- Contribute to the improvement of family health care by influencing health policy.
- Practice with personal integrity and a willingness to search for ethical truths in a constantly changing environment.
- Assume responsibility for continued professional growth and development.

Master of Science in Nursing - Family and Community Nurse Practitioner Track
Professional Courses:

Nu700	Theories and Roles for Advanced Nursing Practice 3
Nu 702	Pharmacotherapeutics 3
Nu 704	Advanced Health Assessment 3
Nu 706	Advanced Pathophysiology 3
Nu 710	Nursing Research 3
Nu 730	Rural/Community Health Nursing 3
Nu 740	Public and Health Policy Issues and Challenges 3
Nu 802	Family Health II 4
Nu 804	Family Health III 5
Nu 806	Internship/Clinical Practicum 4
NU 807	Family Health I Pediatrics 3
NU 808	Family Health I Women's Health and Obstetrics 3

<u>Master of Science in Nursing - NP-to-MSN Option</u>

This option exists for nationally certified Nurse Practitioners prepared through a post-B.S.N. certificate program who wish to pursue graduate nursing education. The identification of courses within the existing program of study to be taken (T), challenged (C), and/or transferred (TR) will be determined on an individual basis upon review of certificate NP Program transcripts. Challenged courses at the 800 level may only be undertaken in the student's area of specialty certification. Nurse Practitioner applicants who wish to pursue this degree option should follow the same application process identified in the Program catalog. However, we strongly encourage prospective applicants to meet with the Program Director to discuss their individual course work.

Professional Courses

Nu 701	Theories for Advanced Nursing Practice (T, TR)
Nu 702	Pharmacotherapeutics (T, C, TR)
Nu 704	Advanced Health Assessment (T, C, TR)
Nu 706	Advanced Pathophysiology (T, C, TR)
Nu 710	Nursing Research (T, TR)
Nu 730	Rural/Community Health Nursing (T, TR)
Nu 740	Public Health Policy Issues and Challenges (T, TR)
Nu 802	Family Health II (T, C, TR)

Nu 804	Family Health III (T, C, TR)
Nu 806	Clinical Internship (T, C, TR)
Nu 807	Family Health I Pediatrics
Nu 808	Family Health I Women's Health and Obstetrics

Master of Science in Nursing - Advanced Practice Psychiatric Nursing

This CCNE accredited track leads to the Master of Science in Nursing degree or a Post-Master's Certificate. The Advanced Practice Psychiatric Nursing (APPN) Track reflects Husson University's ongoing commitment to educate nurses for the challenges of the new millennium. Its purpose is to educate advanced practice nurses who can cost-effectively provide improved access to mental health care.

This track prepares advanced practice psychiatric nurses to provide primary mental health services to (underserved) individuals, families and groups. This track has a biopsychosocial orientation to mental illness; therefore, the theoretical and research foundations emphasize the integration of the neurobiological with the psychosocial sciences.

The APPN Master's and Post-Master's track focuses on two Clinical Specialist concentrations: Child/Adolescent Psychiatric Mental Health and Adult Psychiatric Mental Health. The student chooses the desired concentration when beginning the clinical course Nu 810.

Those who have completed an MSN program in psychiatric mental health nursing and are eligible for or certified as an Adult Psychiatric Mental Health Clinical Nurse Specialist may apply to complete the Adult Psychiatric Mental Health NP Certificate option.

Graduates and/or completers are eligible to sit for the ANCC Certification.

Track Outcomes

Upon completion of the track, graduates will be expected to:

- Provide primary mental health care to clients of all ages, within diverse practice settings.
- Utilize a biopsychosocial perspective in evaluating client needs and planning mental health care.
- Incorporate relevant theories and specialized knowledge into clinical practice.
- Analyze research used for improving health outcomes.
- Contribute to the improvement of mental health care by influencing health policy of the underserved living in rural communities.
- Influence psychiatric/mental health nursing practice by exhibiting competence in leadership, case management and education.
- Assume responsibility for continued professional growth and development.
- Utilize and apply health care informatics in the advanced practice role.

Master of Science in Nursing - Advanced Practice Psychiatric Nursing Track

Professional Courses

- Nu 700 Theories and Roles for Advanced Nursing Practice 3
- Nu 702 Pharmacotherapeutics 3
- Nu 704 Advanced Health Assessment 3
- Nu 705 Advanced Psychopharmacology 3
- Nu 706 Advanced Pathophysiology 3
- Nu 707 Neurobiology 3
- Nu 710 Nursing Research 3
- Nu 722 Advanced Mental Health Assessment 3
- Nu 740 Public Health Policy Issues and Challenges 3
- Nu 810 Psychiatric Nursing I 5
- Nu 812 Psychiatric Nursing II 5
- Nu 814 Psychiatric Nursing III 0

POST MASTER'S CERTIFICATES IN NURSING

The following is the required Program of Study for the Post Master's Certificate Option. This option exists for individuals who have already earned an M.S.N. The identification of courses within this program of study to be challenged and/or transferred will be determined on an individual basis upon review of graduate transcripts. Students with a Masters degree in Nursing who wish to apply for this option will follow the same application process for MSN students except that they do not need to fulfill the Miller Analogies Test (MAT) requirement.

CNS Post Master's Certificate

The following is the required program of study for the Advanced Practice Psychiatric Nursing (APPN) Post Master's Certificate Option for a graduate from an MSN degree programs. The identification of courses within this program of study to be challenged and/or transferred will be determined on an individual basis upon review of graduate transcripts.

Professional Courses

Nu 702	Pharmacotherapeutics
Nu 704	Advanced Health Assessment
Nu 705	Advanced Psychopharmacology
Nu 706	Advanced Pathophysiology
Nu 707	Neurobiology
Nu 722	Advanced Mental Health Assessment
Nu 810	Psychiatric Nursing I
Nu 812	Psychiatric Nursing II
Nu 814	Psychiatric Nursing III

Students with a Masters degree in Nursing who wish to apply for this option will follow the same application process identified in the Program catalog except that they do not need to fulfill the Graduate Record Examination (GRE) or the Miller Analogies Test (MAT) requirement.

Adult Psychiatric Mental Health NP Certificate

The required program of study for the Adult Psychiatric Mental Health NP Certificate for a psychiatric mental health clinical nurse specialist (PMH-CNS) is as follows:

Program of Study

Nu 702	Pharmacotherapeutics*
Nu 704	Advanced Health Assessment*
Nu 705	Advanced Psychopharmacology (Recommended-optional)
Nu 706	Advanced Pathophysiology* (on-line)
Nu 707	Neurobiology (Recommended-optional)
Nu 816	Psychiatric NP Internship/Practicum*

Completion of courses Nu 702, 704, 706 required prior to taking NU 816

*These courses are required by ANCC to sit for the Adult Psychiatric NP exam. In addition, documentation of a minimum of 500 clinical hours in a psychiatric/ mental health CNS master's program is required.

CERTIFICATION: Upon completion of the outlined program of study, the student is awarded a Post Master's Certificate. Each graduate is eligible to apply to the Maine State Board of Nursing to practice as an advanced practice psychiatric nurse. After fulfilling specific criteria, each graduate is eligible to sit for certification through the American Nurses' Credentialing Center.

ENTRY LEVEL PROGRAM IN OCCUPATIONAL THERAPY

M.S. in Occupational Therapy/B.S. in Psychology 169 credits

The Occupational Therapy Program is an entry-level Master's degree. Students begin occupational therapy courses in their freshman year. The program emphasizes the use of research and evidence as a means to justify practice. There is level one fieldwork in every term starting in the junior year, which ensures that course work is applied to practice. There is community service in the freshman and sophomore years to expose students to occupational therapy and the needs of people with disabilities in the community. Class sizes are small and lab space for the sole use of occupational therapy students provides an ideal atmosphere. Students will be awarded a Bachelor of Science in Psychology after completion of 4 years of the program and a Master of Science in Occupational Therapy (MSOT) upon graduation. Opportunities for other entry points are available. Further information is available on the worldwide web at www.husson.edu or by calling the Admissions Office at (207) 941-7100.

ADMISSIONS CRITERIA

Each student is evaluated on an individual basis. Criteria guidelines include SAT or ACT scores, a high school average of 85 (3.0. GPA), three letters of reference, and successful completion of courses in math, biology, and chemistry. Life Sciences and a strong background in Psychology are also recommended. All applications for the freshman entry into the occupational therapy program will be considered on a rolling admissions basis.

ACCREDITATION

The Occupational Therapy Program achieved accreditation from the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA) in December of 2003. The agency is located at 4720 Montgomery Lane, P.O. Box 31220, Bethesda, MD, 20824-1220 in December, 2003. ACOTE'S phone number c/o AOTA is (301) 652-AOTA.

Graduates of the program are able to sit for the national certification examination for the occupational therapist administered by the National Board for Certification in Occupational Therapy (NBCOT). After successful completion of this exam, the individual will be an Occupational Therapist, Registered (OTR). Most states require licensure in order to practice; however, state licenses are usually based on the results of the NBCOT Certification Examination. Please be aware that a felony conviction may affect a graduate's ability to sit for NBCOT certification exam or attain state licensure.

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. Students with undergraduate degrees entering third year are classified as graduate students for the third to fifth years.

TUITION

The tuition structure in the first and second years is identical to the per-credit hour fee applied to other Husson students.

The School of Health collaborates so as to extend and expand the education of occupational therapy professionals in areas of the world where preparation for the profession through a traditional academic degree program is not the norm. For detailed information, contact the Office of the Director of the Occupational Therapy Program at Husson.

ACADEMIC PROGRESSION POLICY

In order to remain enrolled and progress in the OT program a student must meet the following requirements:

Undergraduate

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 learning center). Students must attain a 3.0 by the spring semester of the second academic year.

Graduate

Students must attain and maintain a 3.0 GPA in order to progress each semester in the professional and graduate (3rd, 4th and 5th) years of the program. No more than six (6) credits of graduate course work in the
"C+" range can be applied toward the Masters degree.

ALL OT STUDENTS – UNDERGRADUATE AND GRADUATE

Students in the OT program must obtain at least a "C+" (77%) or better in all OT core courses to remain in the OT program. A student who receives less than "C+" (77%) twice in any core course will be dismissed from the OT program. All OT courses and the following required courses are core courses:

Py 111	General Psychology
Py 241	Human Growth and Development
Py 332	Abnormal Psychology
Sc/Sl 121	Anatomy and Physiology I
Sc/Sl 122	Anatomy and Physiology II
Sy 201 or 222	Principles of Sociology or Cultural Anthropology

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.

If a student receives an "F" in any courses other than core courses, s/he may be dismissed from the program. A student who receives two (2) "D's" in courses other than core courses may be dismissed with the right to take up to one year's Leave of Absence (LOA). S/he has the option to petition to re-enter upon successful completion of a remediation plan.

Additionally, students must demonstrate professional behaviors as outlined in the Occupational Therapy Association Code of Ethics, 2005. Professional behaviors are considered for progression in the program.

Master of Science in Occupational Therapy/B.S. in Psychology

General Education Courses

Ba 310	Organization and Management

Eh 123	Rhetoric and Composition I
Eh 124	Rhetoric and Composition II
Eh 200	Approaches to Literature
Ms 132	Probability and Statistics
Ms 223	Research Design
Ms 141	Contemporary College Algebra
Ph 110	Intro to Ethics
Py 111	General Psychology
Py 241	Human Growth and Development
Py 332	Abnormal Psychology
Sc 121/Sl 121	Anatomy and Physiology I
Sc 122/Sl 122	Anatomy and Physiology II
Sc 292	Epidemiology
Sy 201	Principles of Sociology or
Sy 222	Cultural Anthropology
Py 231	Social Psychology
Py 331	Inter personal Relations
Py 333	Psychology of Personality
Foreign Culture and Conversation Elective	
Open Elective	
Open Elective	

Occupational Therapy Courses

Ot 100	Introduction to Occupational Therapy
Ot 160	Service Learning I
Ot 201	Social Issues in Occupational Therapy
Ot 260	Service Learning II
Ot 261	Service Learning III
Ot 300	Human Factors & Occupational Performance
Ot 314	Occupational Adaptation III
Ot 320	Occupational Analysis
Ot 321	Theoretical Foundations of Occupation
Ot 322	Professional Foundations of Occupational Therapy
Ot 330	Functional Anatomy
Ot 360	Level I Field Work A
Ot 323	Assessement, Evaluation and Occupational Analysis
Ot 331	Neuroscience or Nu 707 Neurobiology
Ot 340	Psychosocial Aspects of Occupational Therapy
Ot 350	Occupational Adaptations I
Ot 361	Level I Fieldwork B
Ot 414	Occupational Adaptation IV
Ot 441	Group Process and Interpersonal Skills
Ot 450	Occupational Adaptation II
Ot 460	Level I Fieldwork C
Ot 470	Research Methods
Ot 420	Prevention and Wellness in OT

Ot 461	Level I Fieldwork D
Ot 471	Research Writing I
Ot 550	Introduction. to Assistive Technology
Ot 560	Level I Fieldwork E
Ot 570	Research Writing II
Ot 571	Research Seminar
Ot 580	Spirituality
OT 599	Special Topics in OT
Ot 561	Level II Fieldwork A
Ot 562	Level II Fieldwork B
Py 341	Gerontology
Py 431	Behavior Modification/Seminar in Learning
Py 442	Seminar in Psychology
Graduate Business Elective	
Interdisciplinary Elective	

Also required are a fine arts course and exposure to the fine arts, co-curricular activity, and community service.

GRADUATE PROGRAMS IN OCCUPATIONAL THERAPY

M.S. in Occupational Therapy	92 credits
Post-Professional M.S. in Occupational Therapy	36 credits

Master of Science in Occupational Therapy

The Husson University Master of Occupational Therapy curriculum provides students who have already attended a four year program to pursue an education in the field of Occupational Therapy. These students do not need to meet the general education requirements offered primarily in the first two years of the program.

The admissions requirements include a bachelor's degree in a related or non-related field, at least a 2.8 GPA, and these prerequisite courses:

General Psychology
Abnormal Psychology
Developmental Psychology (3 credits)
Statistics (3 credits)
Introduction to Research (3 credits)
Principles of Sociology or Cultural Anthropology
Anatomy and Physiology (8 credits, 6 in course work and 2 in lab)
Ot 100 Introduction to Occupational Therapy

Once the prerequisites are completed the program should take three years to complete depending on the student's previous degree.

Master of Science in Occupational Therapy

Occupational Therapy Courses

Ba 310	Organizational Management
Nu 707	Neurobiology or Ot 331 Neuro-Anatomy
Ot 160	Service Learning I
Ot 201	Social Issues in OT
Ot 300	Human Factors and Occupational Performance
Ot 312	OT in Infancy Childhood and Adolescence
Ot 314	Occupational Adaptation III
Ot 320	Occupational Analysis
Ot 321	Theoretical Foundations-OT
Ot 322	Professional Foundations-OT
Ot 323	Assessment, Evaluation and Occupational Analysis
Ot 330	Functional Anatomy
Ot 340	Psychosocial Aspects of OT
Ot 350	Occupational Adaptation I
Ot 360	Level 1 Fieldwork A
Ot 361	Level I Fieldwork B

Ot 414	Occupational Adaptation IV
Ot 420	Prevention and Wellness in OT
Ot 441	Group Process and Interpersonal Skills
Ot 450	Occupational Adaptation II
Ot 460	Level 1 Fieldwork C
Ot 461	Level 1 Fieldwork D
Ot 470	Research Methods
Ot 471	Research Writing
Ot 550	Assistive Technology
Ot 560	Level 1 Fieldwork
Ot 561	Level II Fieldwork A 12 Weeks
Ot 562	Level II Fieldwork B 12 Weeks
Ot 570	Research Writing II
Ot 571	Research Seminar
Ot 580	Spirit Within Life
Ot 599	Special Topics in OT

Graduate Health Course
Graduate Business Course

<u>Post Professional Master of Science in Occupational Therapy</u>
Husson University's post baccalaureate program in occupational therapy is designed for those who already have a Bachelor's degree in occupational therapy and are currently working occupational therapists. The design of this program is intended to let students build their own schedules and individualize their approach to education. Some classes are traditional and others are on-line. Students will earn 36 credits and obtain a MSOT degree. This post baccalaureate program places a greater emphasis on research and critical thinking supporting the preparation of practitioners who will practice and contribute to evidence-based practice that will advance occupation based practice.

Admissions criteria includes a degree from an accredited baccalaureate OT program, initial certification as an OT from NBCOT, an overall undergraduate cumulative average of 2.5 and overall cumulative average of 2.5 in OT courses. Three references are required and students must maintain a 3.0 to remain in good standing in the OT program.

Advanced Master of Science in Occupational Therapy
Occupational Therapy Courses

Ot 500	OT Seminar Course
Ot 502	Community Based Research*
Ot 501	Occupational Theory*
Ot 420	Prevention and Wellness in Occupational Therapy
Ot 570	Research Writing II
Ot	Informatics*
Ot 571	Research Seminar

Electives (5)
Professional Development*

Sc 292	Epidemiology

*Under development

PROGRAMS IN PHYSICAL TI IERAPY

Doctor in Physical Therapy/B.S. in Kinesiology	6 years
Doctor in Physical Therapy	3 years

The Doctor in Physical Therapy Program is a six-year entry-level program for students entering directly from high school. Study during the first three years of the program (the pre-professional phase) is in the areas of the humanities and sciences, and fulfills the College's general education requirements. Study during the last three years of the program (the professional phase) consists of professional physical therapy courses that prepare the student for clinical practice and licensure as a physical therapist. After the successful completion of the fourth year of study and all undergraduate requirements, Physical Therapy students are awarded a Bachelor of Science in Kinesiology degree. Transfer students, who have not completed a bachelor's degree, may enter into year one, two, or three depending on the number of credits being transferred. Students who have earned a Baccalaureate degree and have taken all appropriate pre-requisite courses (see Admissions Criteria below), may apply for entry into the three-year professional phase of the DPT program.

PHYSICAL THERAPY PROGRAM MISSION STATEMENT

The mission of the Husson University Physical Therapy Program is to graduate generalist practitioners with advanced skills in selected practice environments. These skilled, knowledgeable and reflective practitioners are independent in their assessment of client needs but collaborative within the health care team in the ethical promotion of health and function. These graduates are responsible and self-directed learners, both adaptable and successful in addressing issues of diverse and complex health care systems, practice environments and client populations.

PHYSICAL THERAPY PROGRAM VISION STATEMENT

The physical therapy program seeks to produce graduates who:

- Practice physical therapy as a generalist practitioner with high ethical and legal standards.
- Interact with clients, patients, family, colleagues, health care team members and the community with respect, caring, compassion, sensitivity to difference, and strong communication skills.
- Approach the patient management process, ambiguous health care situations, and complex problems with critical and reflective thinking.
- Are motivated to pursue life-long learning through continuing education, specialization, and/or advanced study.
- Serve as role models and leaders to advance health, wellness and prevention.
- Act as leaders in professional activities that promote the advancement of the profession of physical therapy.

ADMISSIONS CRITERIA FOR THE DPT PROGRAM (THREE-YEAR, Professional Phase)

Applicants who have earned a Baccalaureate degree may apply for entry to the fourth year of the program, and will be considered in late spring after the number of third-year students progressing to the fourth year is known. The number of available positions is limited and varies from year-to-year. Applicants must:

- Have an bachelor's degree with a cumulative GPA of 3.0 or greater,
- Have successfully completed the following pre-requisite courses:

  College Algebra (3 credits)
  Introductory Statistics (3 credits)
  General Psychology (3 credits)
  Anatomy and Physiology I and II with labs (8 credits)
  Chemistry I and II with labs (8 credits)
  Physics I and II with labs (8 credits)
  Cell Biology (3 credits)
  Upper level Psychology (3 credits), such as Abnormal Psychology, or Human Growth and Development.
  (Applicants may submit an application once 8 of the above 11 courses are completed IF a plan for completion of pre-requisite courses accompanies the application.)
- Submit a GRE score. GRE scores are for information only and will not be used to make the admissions decision.
- And, submit a complete application packet by May 1st. Reviews of qualified applications will begin in December.

ADMISSIONS CRITERIA FOR THE DPT/BS IN KINESIOLOGY PROGRAM
(Six Year Pre-professional phase)

Freshman Applicants

Applicants applying for entry to the first year of the program must meet the following criteria:

- Combined SAT I scores of 1000 for Math and Verbal sections, or 1450 for a combined Math, Verbal, and Writing sections (or ACT equivalent);
- A high school average of 85 (3.0) GPA;
- Two letters of recommendation;
- Successful completion of courses in math, biology and chemistry; Physics and trigonometry are also recommended.
- A written essay addressing one of several essay prompts on the PT application materials.
- And, a recommended minimum of 20 volunteer hours in at least two areas of Physical Therapy. Early application is encouraged for the pre-professional phase. The College currently accepts approximately 50 students into year one of the program. Applications are reviewed on a continual basis. Early acceptance is offered to applicants who meet all program requirements.

TRANSFER STUDENT APPLICANTS

Students who have not completed a baccalaureate degree but have received undergraduate credits may apply as transfer students. Transfer students may enter in September or January of the pre-professional phase into year one, two, or three, depending on the number of credits being transferred. 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.

Husson Pre Professional Students in the Graduating Class of 2012 and 2013

Students enrolled in the pre-professional phase of the physical therapy curriculum must complete the prerequisite courses as outlined in the BS in Kinesiology/DPT curriculum form and in accordance with the admissions policy. To progress to the professional phase (fourth year) of the DPT program, students enrolled in the PT Graduating Class of 2011, 2012, or 2013 must

- Complete the third pre-professional year with a grade of C or better in the following pre-requisite courses, and
- Attain a cumulative GPA of 3.0 or greater by the close of the spring semester of the third year. To attain this cumulative GPA, students must have a cumulative GPA of 2.4 or better by the end of the second-year spring semester. Students who have failed to attain a cumulative GPA of 2.4 or better will be required to choose another major or move to undeclared status.

Pre-professional Courses Requiring a Grade of C or better are as follows:

Ms 141	Contemporary College Algebra
Ms 132	Introduction to Probability and Statistics
Py 111	General Psychology
Sc 121	Anatomy and Physiology I
Sc 122	Anatomy and Physiology II
Sc 181	Chemistry I
Sc 182	Chemistry II
Sc 271	Physics I
Sc 272	Physics II
Sc 291	Cell Biology

Husson Pre-Professional Students in the Graduating Class of 2014 and Beyond

Students enrolled in the pre-professional phase of the physical therapy curriculum must complete the prerequisite courses as outlined in the BS in Kinesiology/DPT curriculum form and in accordance with the admissions policy. Starting with the PT Class of 2014, students are offered a guaranteed admission into the professional phase (fourth year) of the DPT program if they have met the following requirements:

- Attain a cumulative GPA of 3.3 or greater by the close of the spring semester of the third year. (Policy initiates with the Class of 2014.)
- And, submit a GRE score by May 30th. GRE scores will be tracked for information until 2017, and will not be used to make the admissions decision.
- Complete the third pre-professional year with a grade of C or better in the following pre-requisite courses (policy initiated with the Class of 2012),

MS 180	Pre-calculus with Trigonometry
Ms 132	Introduction to Probability and Statistics
Py 111	General Psychology
Sc 121	Anatomy and Physiology I
Sc 122	Anatomy and Physiology II
Sc 181	Chemistry I
Sc 182	Chemistry II
Sc 271	Physics I
Sc 272	Physics II
Sc 291	Cell Biology

Students who have a cumulative GPA of 3.0 to 3.299 and have met the following minimum requirements may apply for entry into the professional phase (fourth year) of the DPT program, but will be competing with other qualified applicants for available seats. The minimum requirements include:

- Complete the third pre-professional year with a grade of C or better in the above pre-requisite courses (policy initiated with the Class of 2012),
- Attain a cumulative GPA of at least 3.0 by the close of the spring semester of the third year.
- And, submit a GRE score by May 30th. GRE scores will be tracked for information only until 2017, and will not be used to make the admissions decision.

A student who has not met the above criteria by the close of the spring semester of the third year or who has met the criteria but was not accepted into the DPT program may not progress into the professional phase. This results in the loss of his or her reserved seat. In addition, the 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 DPT curriculum.

ACCREDITATION

The Commission on Accreditation in Physical Therapy Education (CAPTE) granted full accreditation to the Husson Physical Therapist Program in May 2000. Accreditation for 10 years was reaffirmed by CAPTE in October 2005.

FINANCIAL AID

A freshman-entry Physical Therapist student is classified as an undergraduate student through the fourth year, and as a graduate student in the fifth and sixth year. The student who holds a Baccalaureate degree is classified as a graduate student for the three years of the professional phase.

TUITION

The tuition structure in the first, second, and third years is identical to the per-credit hour fee applied to other Husson students. Students enrolled in the fourth, fifth, and sixth years pay a higher per-credit hour fee that is specific to the physical therapy program.

CLINICAL EDUCATION

Students in the fourth, fifth, and sixth years of the Physical Therapy program are required to participate in unpaid fulltime 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 3—8-week placement generally mid-May to early July
Year 4—8-week placement from mid-October to mid-December
Year 4—8-week placement generally mid-July to early September
Year 5—8-week placement in January and February

Generally, the Physical Therapy program will attempt to place fourth-year students near their home for the first clinical placement (although this cannot be guaranteed). In the fifth and sixth years, students will be required to travel to other locations for their clinical placements. The program currently has contracts with approximately 200 clinical sites throughout the United States.

CURRICULUM OUTLINE

Pre-Professional Students in the Graduating Class of 2011, 2012, and 2013

Doctor in Physical Therapy/B.S. in Kinesiology Courses (Years 1, 2, and 3)

Eh 123	Rhetoric and Composition I
Eh 124	Rhetoric and Composition II
Eh 200	Approaches to Literature
Eh 299	Topics in English: Writing in Health Professions
Ms 132	Introduction to Probability and Statistics
Ms 180	College Algebra / Pre-calculus
Ms 223	Research Design
Ph 110	Intro to Ethics
Py 111	General Psychology
Py 241	Human Growth and Development
Py 332	Abnormal Psychology
Sc 102	General Biology I
Sc 121	Anatomy and Physiology I
Sc 122	Anatomy and Physiology II
Sc 181	Chemistry I
Sc 182	Chemistry II
Sc 271	Physics I
Sc 272	Physics II
Sc 291	Cell Biology
Sc 292	Epidemiology
Sc 334	Genomic Biology
Sc 352	Biochemistry (deleted for Class of 2014 and beyond)
Sl 102	General Biology I Lab
Sl 121	Anatomy and Physiology I Lab
Sl 122	Anatomy and Physiology II Lab
Sl 181	Chemistry I Lab
Sl 182	Chemistry II Lab
Sl 271	Physics I Lab
Sl 272	Physics II Lab
Pt 435	Principles of Physiology
Pt 425	Exercise Physiology

Elective 300+ level Psychology or Biology course

Electives (5)—may be taken any time before the Fall of the 4th year and used to meet General Education Requirements. One elective must include a 300+ level course in either psychology or biology. Also required are community service and co-curricular activities.

Pre-Professional Students in the Graduating Class of 2014 and Beyond

Doctor in Physical Therapy/B.S. in Kinesiology (Years 1, 2, and 3)

Eh 123	Rhetoric & Composition I
Eh124	Rhetoric & Composition II
Eh 200	Approaches to Literature
Eh 299	Topics in English: Writing in Health Professions
Ms132	Introduction to Probability and Statistics

Ms180	College Algebra/Pre-calculus
Ms223	Research Design
Ph110	Introduction to Ethics
Pt425	Exercise Physiology
Pt435	Principles of Physiology
Py111	General Psychology
Py241	Human Growth and Development
Py332	Abnormal Psychology
Sc102	General Biology I
Sc121	Anatomy and Physiology I
Sc122	Anatomy and Physiology II
Sc181	Chemistry I
Sc182	Chemistry II
Sc271	Physics I
Sc272	Physics II
Sc291	Cell Biology
Sc292	Epidemiology
Sc334	Genomic Biology
Sl102	General Biology I Lab
Sl121	Anatomy and Physiology I Lab
Sl122	Anatomy and Physiology II Lab
Sl181	Chemistry I Lab
Sl182	Chemistry II Lab
Sl271	Physics I Lab
Sl272	Physics II Lab

Elective 300+ level Psychology or Biology course

Electives (5)—may be taken any time before the Fall of the 4th year and used to meet General Education Requirements. One elective must include a 300+ level course in either psychology or biology. Also required are community service and co-curricular activities.

Professional Phase Courses (Years 4, 5, and 6)

Ms 345	Biostatistics (3 credits)
Pt 400	Clinical Education I (4 credits; May-July)
Pt 410	Gross Anatomy (4 credits)
Pt 411	Kinesiology and Biomechanics (3 credits)
Pt 412	Motor Control (3 credits)
Pt 415	Therapeutics Skills I (3 credits)
Pt 416	Therapeutic Skills II (1 credit)
Pt 417	Physical Agents I (3 credits)
Pt 418	Physical Agents II (1 credit)
Pt 420	Life Cycles I (3 credits)
Pt 431	Psychosocial Aspects of PT (3 credits)
Pt 450	Neurophysiology (3 credits)
Pt 500	Clinical Education II (4 credits; mid-Oct to mid-Dec)
Pt 510	Neuromuscular I (3 credits)

Pt 515	Therapeutic Skills III (3 credits)
Pt 520	Life Cycles II (3 credits)
Pt 528	Ethical/Legal/Management Issues in PT (3 credits)
Pt 530	Rehabilitation in Chronic Conditions (3 credits)
Pt 550	Musculosketal I (3 credits)
Pt 552	Musculosketal II (3 credits)
Pt 554	Musculoskeletal III (3 credits)
Pt 560	Cardiorespiratory (3 credits)
Pt 561	Pathophysiology (3 credits)
Pt 599	Advanced Physical Therapy Elective (6 credits total)
Pt 600	Clinical Education III (4 credits; mid-July to mid-September)
Pt 601	Research Methods I (1 credit)
Pt 602	Research Methods II (1 credit)
Pt 603	Research Methods III (1 credit)
Pt 604	Research Methods VI (2 credits)
Pt 605	Dissection Anatomy (1 credits)
Pt 608	PT Mgmt/Children with Neurologic Dysfunction (3 credits)
Pt 610	Neuromuscular II (3 credits)
Pt 617	Orthotics and Prosthetics (2 credits)
Pt 618	Health and Wellness (3 credits)
Pt 620	Primary Health Care (2 credits)
Pt 630	The Physical Therapist as Educator, Consultant and Advocate (2 credits)
Pt 640	Medical Imaging in Rehabilitation(1 credit)
Pt 642	Pharmacology in Rehabilitation(1 credit)
Pt 650	Patient Care Seminar I (2 credits)
Pt 652	Patient Care Seminar II (1 credit)
Pt 661	Exercise for Special Populations (3 credits)
Pt 664	Geriatrics (3 credits)
Pt 700	Clinical Education IV (January-March) (4 credits)

Transitional Doctor of Physical Therapy (t-DPT)

The transitional Doctor of Physical Therapy Program (t-DPT) is a graduate program developed specifically for Husson College graduates who have earned the Master of Science in Physical Therapy (MSPT) degree between 2000 and 2008, and who want to "upgrade" or "bridge the gap" between their original degree and the Doctor of Physical Therapy degree.

To attain the Doctoral of Physical Therapy degree, the Transitional DPT student must successfully complete, with a grade of B- or better, those core Transitional DPT courses that are missing from their MSPT program of study; and, must complete a total of 180 credits, including 60 graduate credits. Depending upon the year graduated and the student's transcript, each student will likely need to enroll for 9-15 credits.

Students enrolled in the Transitional DPT program may enroll in the following core courses as they are offered to DPT students. Depending upon the demand, the following courses will be revised and offered in a weekend and/or online format to accommodate the working professional.

Required Core Transitional DPT Courses

Pt 664	Geriatrics 3 credits
Pt 608	Pediatrics 3 credits
Pt 617	Orthotics and Prosthetics 2-3 credits
Pt 640	Medical Imaging and Rehabilitation 1 credit
Pt 642	Pharmacology in Rehabilitation 1 credit
Pt 618	Health, Prevention and Wellness 3 credits
Pt 600	Advanced Clinical Experience 4 credits
Pt 700	Clinical Education IV

Advanced Clinical Experience is waived for physical therapist applicants who have documentation of 320 hour of clinical practice following graduation and within one year prior to enrollment of the tDPT program. Those physical therapist practicing less than 320 hours at matriculation of the Transitional Program must register for the Advance Clinical Experience in order to complete the DPT program.

Applicants applying for the Transitional Doctor of Physical Therapy Program must meet the following admission requirements:

- Graduation from Husson College with a Master of Science in Physical Therapy degree.
- Submit evidence of current physical therapist license to practice within the United States.
- Submit completed Husson University Application Form for the Transitional Doctor of Physical Therapy Program.
- Submit a current resume of work and continuing education experiences.

LAW SCHOOL AND DIVISION OF LEGAL STUDIES

THE FACULTY

Law School

Michael Mullane, J.D.
Dean

Peter Murray, J.D.

Judy Potter, J.D.

Division of Legal Studies

Marie E. Hansen, J.D.
Associate Dean
Criminal Justice
Paralegal Studies

Paul Morrow, J.D.
Paralegal Studies

John Michaud, M.A., M.A.
Criminal Justice

Cornel Plebani, M.A.
Criminal Justice

THE PROGRAMS

Law School

- Juris Doctor

Division of Legal Studies

- Undergraduate
  - Criminal Justice
    - B.S. Criminal Justice
    - B.S. Criminal Justice/B.S. Psychology
    - A.S. Criminal Justice
  - Paralegal studies
    - B.S. Paralegal Studies
    - A.S. Paralegal Studies
    - Non-degree, one-year Certificate
- Graduate
  - M.S. in Criminal Justice Administration

JURIS DOCTOR

The Juris Doctor program at Husson University Law School is designed to prepare its graduates to enter the legal profession as practicing lawyers. Its purpose is to educate and develop competent, ethical legal practitioners. Law school graduates will have:

- A thorough understanding of, and commitment to, the values and ethical obligations of the legal profession
- A sound understanding of the core doctrinal subjects of the law
- Skill in objective legal analysis
- A basic ability in each of the essential lawyering skills
- An entry level competency in at least two areas of practice typically engaged in by new lawyers
- An appreciation of the legal profession that maximizes the sense of personal well being and career satisfaction as lawyers

Application for admission to the Husson University Law School should be made to the:

Law School Admissions Committee
The School of Graduate Studies
Husson University
One College Circle
Bangor, Maine 04401
1-800-4-HUSSON

To be admitted, an applicant must have earned a baccalaureate degree from an accredited institution and must show the ability and motivation necessary to successfully complete the *Juris Doctor* program.

A completed application includes:

- The Husson University Graduate Application and payment of fees
- The Husson University Law School supplemental application
- Statement of Purpose essay
- Three letters of recommendation
- Undergraduate and Graduate transcripts
- Official Law School Aptitude Test (LSAT) scores.

Applicants who are enrolled in the baccalaureate Legal Studies program at Husson University and who will have complete not less than 90 credits prior to admission to the Law School, may apply for admission under the 3&3 Program, upon condition that they receive their bachelor degree not later than May 31, of the year following their admission to the Law School. Under the 3&3 program credits received during the first year of law school will count towards award of the student's bachelor degree in legal studies, as well as towards their Juris Doctor degree from Husson Law School. For additional information about the 3&3 Program contact the Associate Dean for the Division of Legal Studies.

Completed application packages for candidates seeking admission to the part time program must be received by the Law School Admissions Committee no later than February 15th of the year in which students will matriculate (April 15, 2010, for those beginning the part-time program that May). Completed application packages for candidates seeking admission as full time law students must be received by the Law School Admissions Committee no late than June 15th of the year in which they intend to begin attending classes. You are encouraged to apply prior to the deadline to take advantage of early decision admissions and to avoid any cap on admissions that may be in effect.

APPLICATION FOR ACCREDITATION BY THE MAINE SUPREME JUDICIAL COURT

All candidates should be aware that Husson University Law School has requested that the Maine Supreme Judicial Court permit graduates of the Law School to sit for the Maine Bar Examination, and, upon passing the Bar Examination and meeting the other requirements for admission, to be admitted to the Maine Bar. Because Husson University Law School will not be immediately seeking accreditation from the American Bar Association, graduates of Husson University will not be eligible to take the bar examination in most other states upon graduation from Husson University Law School. If a student intends to practice in a state other than Maine, they should consult the rules governing admission to the bar in that state.

Candidates should also be aware that a lack of satisfactory evidence of good moral character, including conviction of a crime, behaviors involving of abuse of alcohol or other drugs, or allegations involving theft, dishonesty, and fraud may delay or preclude admission to the Maine Bar.

Any applicant who feels that they may have a problem in being admitted to the Maine or any other Bar after graduation should contact the Executive Director, Maine Board of Bar Examiners, PO Box 140, Augusta, ME 04332-0140, or equivalent organization in the relevant state. The Maine Rules Governing Admission to the Bar may be found at http://www.courts.state.me.us.

Evidence raising a question about an applicant's good moral character will also be reviewed during the admission process.

STATUS

All applicants are assigned one of the following admission statuses:

Pending: Candidates whose completed applications have been submitted in a timely fashion, but which have not yet been decided upon.

Regular: Candidates whose applications have been accepted for admission either as full or part time law students during the next academic year.

Deferred: Candidates whose applications have been accepted for admission either as full or part time law students during a subsequent academic year. Deferred admissions may be requested by the candidate or imposed by the Admissions Committee. A request for deferred admission must be received no later than 30 days prior to the date on which the candidate is scheduled to start classes, and is not effective until granted by the Law School Admissions Committee. The Law School Admissions Committee may defer admission of a candidate on its own motion to meet or accommodate the needs of the Law School.

Conditional: The Law School Admissions Committee may conditionally admit a law student pending satisfaction of the condition. The letter of acceptance will clearly state that the candidate is being

admitted on a conditional basis and state the conditions that must be met before the student can be reclassified as a regular admittee.

LAW SCHOOL LEGAL CLINICS AND EXTERNSHIPS

All law students are required to enroll in and successfully complete a legal clinic or externship during their third year. All law students must be eligible to be licensed as Student Attorneys pursuant to Rule 90, Maine Rules of Civil Procedure, and Rule 56, Maine Rules of Criminal Procedure.

Part time students should be aware that the clinics and externships both require that they devote approximately 12 hours per week to that activity during normal business hours. Clinics and externships may be taken during the summer preceding the part time student's third year, or during the Fall and Spring semester of their third year.

INTERNATIONAL STUDENTS

Applicants from other countries are expected to submit the same credentials as required of all other students. If their credentials are in a language other than English, all credentials must be accompanied by an English translation certified as being accurate by the issuing authority or by a reputable translation service. Students may be asked to submit transcript information for translation and evaluation to World Education Services (www.wes.org). The cost of such evaluation will be born by the student.

Applicants whose native language is not English must demonstrate proficiency in reading, writing, speaking, and understanding English. Such applicants must meet both of the following requirements:

- A score of 550 or higher on the Test of English as a Foreign Language (TOEFL).
- Successful completion of a minimum of 4 undergraduate courses at Husson University or another accredited U.S. college or university. Two of the required courses must be in English, technical writing, or a related subject.

Completed application packages for international candidates seeking admission to the part time program must be received by the Law School Admissions Committee no later than February 15th of the year in which students will matriculate (April 15, 2010, for those beginning the part-time program that May). Completed application packages for international candidates seeking admission as full time law students must be received by the Law School Admissions Committee no late than June 15th of the year in which they intend to begin attending classes.

ACADEMIC STANDARDS

Admission to the Husson University Law School program grants the student the privilege of attempting to obtain a Juris Doctor degree from Husson University Law School. Admission does not imply that Husson University guarantees that a student will necessarily graduate. Success in law school is dependent upon the ability, commitment, and effort of the individual student. Once admitted to the Law School, it is up to the student to earn satisfactory grades and otherwise demonstrate that they are capable of completing the requirements of a Juris Doctor for admission to the degree within a reasonable time and of demonstrating the good moral character and adherence to the standards of ethical conduct required of members of the legal profession. Those students who do not demonstrate these abilities and attributes will be dismissed from the Husson University Law School.

UNDERGRADUATE PROGRAMS IN CRIMINAL JUSTICE

B.S. Criminal Justice	121 credits
A.S. Criminal Justice	60 credits
B.S. Criminal Justice/B.S. Psychology	150 credits

FEATURES OF THE PROGRAM

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

A Criminal Justice major is expected to complete 121 credit hours of course work and related activity, 45 of these hours are in professional courses, with the balance taken in general education courses. The general education core helps the student to 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 investigation, evidence, policing procedures, criminal law, and modern corrections practice.

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 2.0GPA

Cj 101	Introduction to Criminal Justice
Cj 215	Police Operations
Cj 225	Criminal Procedure
Cj 235	Criminology
Cj 445	Advanced Criminal Proc.
Eh 123	Rhetoric and Comp I
Eh 124	Rhetoric and Comp II
Eh 200	Approaches to Literature

Students may submit a portfolio seeking credit for equivalent professional training in and life experience in law enforcement, corrections, or security work by taking CJ342 – Portfolio Assessment.

<u>Bachelor of Science in Criminal Justice</u>

General Education Courses

Ba 311	Human Resource Management
Ec 201	Microeconomics
Eh 123	Rhetoric and Comp I

Eh 124	Rhetoric and Comp II
Eh 200	Approaches to Literature*
Eh 221	Business Communications
Eh 323	Advanced Business Communications
Hy 111	United States History I
Hy 112	United States History II*
Hy 211	American National Government
Hy 341	International Relations
Mi 214	Spreadsheet Applications
Ms 141	Contemporary College Algebra*
Ms 132	Probability and Statistics
Ph 110	Ethics*
Py 111	General Psychology*
Py 331	Interpersonal Relations
Py 332	Abnormal Psychology
Sy 201	Principles of Sociology*

Foreign Culture and Conversation Elective
Fine Arts Elective
Science Elective with Lab

Professional Courses

Cj 101	Introduction to Justice and Public Safety*
Cj 215	Police Operations*
Cj 221	Criminalistics*
Cj 225	Criminal Procedure*
Cj 235	Criminology*
Cj 310	Modern Penology and Corrections
CJ 315	Juvenile Justice
Cj 330	Ethics in Criminal Justice
Cj 341	Investigations
Cj 435	Management and Criminal Justice*
Cj 445	Advanced Criminal Procedure*
Pl 200	Criminal Law*

3 CJ electives at 300 or 400 level
Experiential elective or Cj 498 Basic Law Enforcement Training Program
4 open electives or Cj 498 Basic Law Enforcement Training Program
Also required are co-curricular activity, and community service.

<u>Associate of Science in Criminal Justice</u>
All courses listed with an * above, Cj elective 300 or 400 level course, and an open elective.

<u>Bachelor of Science in Criminal Justice and Bachelor of Science in Psychology</u>
This is a five-year dual degree major in which the student, upon completion of program requirements, is awarded the degree of B.S. Criminal Justice/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.

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

General Education Courses

Ac 120	Introduction to Accounting
Ba 311	Human Resource Management
Eh 123	Rhetoric and Comp I
Eh 124	Rhetoric and Comp II
Eh 200	Approaches to Literature*
Eh 221	Business Communications
Hy 111	U.S. History I
Hy 112	U.S. History II
Hy 211	American National Government
Ms 141	Contemporary College Algebra
Ms 132	Probability and Statistics
Ph 110	Ethics
Sy 201	Principles of Sociology
Sy 222	Cultural Anthropology

Foreign Language and Cultural Elective
Science elective with Lab
Fine Arts Elective

Professional Courses

Cj 101	Introduction to Criminal Justice*
Cj 215	Police Operations*
Cj 221	Criminalistics*
Cj 225	Criminal Procedure*
Cj 235	Criminology*
Cj 310	Mod. Penology and Corrections
Cj 315	Juvenile Justice
Cj 341	Investigations
Cj 435	Management and Criminal Justice
Cj 445	Advanced Criminal Procedure*
Cj 490	Forensic Psychology*
Cj	Advanced Elective/Maine Criminal Justice Academy
Cj	Advanced Elective/Maine Criminal Justice Academy
Cj	Advanced Elective/Maine Criminal Justice Academy
Cj	Advanced Elective/Maine Criminal Justice Academy
Cj	Advanced Elective/Maine Criminal Justice Academy
Pl 200	Criminal Law*
Py 111	General Psychology*
Py 231	Social Psychology*
Py 234	Physiological Psychology
Py 241	Human Growth and Development

Py 331	Interpersonal Relations
Py 332	Abnormal Psychology*
Py 333	Psychology of Personality
Py 335	Introduction to Rehabilitation
Py 342	Research Methods
Py 345	Therapeutic Psychology
Py 411	Psychological Tests and Measurements
Py 413	Fieldwork
Py 431	Behavioral Modification/Seminar in Learning
Py 422	Diversity, Multiculturalism and Counseling
Py 442	Seminar in Psychology
Py	Advanced Elective

Students must receive a "c" or better in all courses marked with an *.

PROGRAMS IN PARALEGAL STUDIES

B.S. Paralegal Studies	121 credits
A.S. Paralegal Studies	60 credits
Certificate in Paralegal Studies	36 credits

Legal professionals are in great demand in modern society. Paralegals are equipped with special skills to make them an integral part of the legal team in law offices, courts, corporations, government agencies and private consulting firms. They carry out legal research, write reports, and assist attorneys on a regular basis. They must be focused and familiar with the various institutions of law including criminal law, torts, contracts and property law.

Requirements for Paralegal Studies Majors – Students must obtain a 2.0 in all core courses listed below:

Eh 123	Rhetoric and Comp I
Eh 124	Rhetoric and Comp II
Eh 200	Approaches to Literature
Pl 100	Introduction to Paralegal Studies
Pl 203	Civil Litigation
Pl 204	Wills, Estates, and Trusts
Pl 205	Legal Research
Pl 407	Law Office Management (B.S. only)
Pl 498	Internship

The A.S. program emphasizes a solid core of professional courses designed to prepare graduates for entry-level positions in the field. The B.S. program adds a very strong liberal arts component as well as business and advanced paralegal courses to prepare graduates to rise to leadership positions in the profession.

REQUIREMENTS FOR PARALEGAL MAJORS

Candidates for an Associate in Science degree are required to complete a minimum of 60 semester credit hours maintaining a 2.0 overall cumulative grade-point average. Transfer students must complete a minimum of 30 credits at Husson University. At least 15 credits must be earned in paralegal studies courses.

Candidates for a Bachelor of Science degree are required to complete a minimum of 121 semester credit hours maintaining a 2.0 overall cumulative grade-point average. Transfer students must complete a minimum of 30 credits at Husson University. At least 15 credits must be earned in paralegal studies courses.

Bachelor of Science in Paralegal Studies

General Education Courses

Ec 201	Microeconomics
Ec 202	Macroeconomics
Eh 123	Rhetoric and Comp I
Eh 124	Rhetoric and Comp II
Eh 200	Approaches to Literature*

Eh 221	Business Communications
Hy 211	American National Government*
Ms 131	Logic and Problem Solving*
Ms 141	Contemporary College Algebra*
Ph 110	Ethics*
Py 111	General Psychology*
Py 331	Interpersonal Psychology
Py 332	Abnormal Psychology
Sc	Elective with Lab
Sy 201	Principles of Sociology*

Foreign Culture and Conversation Elective
Fine Arts Elective

Professional Courses

Ac 120	Introduction to Accounting*
Ba 201	Business Law I*
Ba 202	Business Law II
Ba 311	Human Resource Management*
Cj 225	Criminal Procedure
Pl 100	Introduction to Paralegal Studies*
Pl 200	Criminal Law*
Pl 201	Real Estate Law*
Pl 203	Civil Litigation*
Pl 204	Introduction to Wills, Estates and Trusts*
Pl 205	Legal Research and Writing*
Pl 301	Torts
Pl 302	Family Law
Pl 303	Alternative Dispute Resolution
Pl 305	Legal Ethics
Pl 403	Advanced Legal Writing
Pl 405	Workers Compensation
Pl 407	Law Office Management
Pl 498	Paralegal Internship*
Pl	Advanced Paralegal Elective

Open Electives (3)
Also required are a co-curricular activity and community service experience.

Associate of Science in Paralegal Studies

All courses marked with an (*) plus
Mi 214 Spreadsheet Applications
Open Elective (1)

Certificate in Paralegal Studies

The Paralegal Certificate Program provides students with an understanding of the basic institutions of law. Many students entering this program are changing careers and returning as non-traditional students. As such,

they may not be able to maintain a full-time course load, nor do they need to complete a full degree in Paralegal Studies to obtain a job in a law office. This program also meets the needs of students who are already practicing as paralegals, but their employers would like them to expand their knowledge base. This program will enable paralegal students to earn a certificate in the area of paralegal studies. Students will be required to complete 36 credit hours (12 courses.)

Courses:

Ba 201	Business Law I
Ba 202	Business Law II
Pl 100	Introduction to Paralegal Studies
Pl 200	Criminal Law
Pl 201	Real Estate Law
Pl 203	Civil Litigation
Pl 204	Introduction to Wills, Estates and Trusts
Pl 205	Legal Research and Writing
Pl 302	Family Law
Pl 403	Advanced Legal Writing
Pl 405	Workers Compensation or Pl 301 Torts or Pl Elective
Pl 407	Law Office Management or Pl 498 Internship

GRADUATE PROGRAM IN CRIMINAL JUSTICE

M.S. in Criminal Justice Administration 36 credits

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.

This 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 leadership in modern organizations.

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.

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

ADMISSION

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

School of Graduate Studies
Husson University
One College Circle
Bangor, Maine 04401
1-800-4HUSSON

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

A personal interview with the Director of the M.S. in Criminal Justice

- Administration Program.
- Letters of recommendation.
- Previous college or university work.
- Score on the Graduate Management Admissions Test or Graduate Record Examination (GMAT or GRE).
- Previous work experience.

STATUS

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

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

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

Special: This status is assigned to those students who are taking graduate courses, but whose applications are not yet complete. Students who are awaiting the GMAT or GRE could be enrolled in this category. Admission as a special student does not necessarily mean that the student will be accepted as a regular student when and if application is made for such status. No more than 12 hours in special status may be applied toward the master's degree. Admission to special status requires the submission of official undergraduate transcripts.

ACADEMIC STANDARDS

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

TRANSFER CREDIT

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

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

PROGRAM INFORMATION

The core curriculum in the Husson University Master of Science in Criminal Justice Administration program consists of five Criminal Justice courses, and five required and two elective Graduate Business courses.
Students with a strong background in one or more of the required course areas may, with approval, substitute an elective for the course(s) in question.

NOTE: CJ 700 Introduction to Criminal Justice is required in addition to the five Criminal Justice courses if the student has no prior school or work background in Criminal Justice.

In addition to the CJ courses listed in the first box below, students may take special topics in Criminal Justice courses (CJ 799) to fulfill the 5 CJ designated course requirement. Topics will vary but may include:

Advanced Criminal Law and Procedure
Community Corrections and Management
Criminal Justice Professionals and the Media
Current Legal Issues in Criminal Justice

Master of Science in Criminal Justice Administration

Choose five from the following Graduate Criminal Justice Courses

Cj 701	Justice Administration, and Information Systems
Cj 703	Labor and Employment Law
Cj 705	Leadership and Ethics
Cj 707	Public Policy and Planning
Cj 709	Advanced Criminological Theories
Cj 710	Criminal Justice Graduate Internship
CJ 711	White Collar Crime
CJ 713	Psychology and the Legal Environment
Cj 715	Corporate Security
CJ 799	Topic

Required Graduate Business Courses

Gr 710	Human Resource Management
Gr 716	Management Communications
Gr 718	Research Methods
Gr 726	Organizational Policy and Strategy
Gr 736	Business Law
Gr 740	Managerial Accounting

Elective Graduate Business Courses (choose two)

Gr 708	Managing Change
Gr 724	Leadership in Business and the Professions
Gr 730	Financial Management
Gr 735	Management in the Service Sector
Gr 736	Business Law
Gr 738	Managerial Economics
Gr 752	Current Issues in Business
Gr 796	Thesis
Gr 799	Management Seminar
Gr	Elective

THE SCHOOL OF PHARMACY

THE FACULTY

Ahmed Abdelmageed, Pharm.D.
Director of Experiential Education

Shuhua Bai, Ph.D

Leslie L. Devaud, Ph.D
Chair of Basic Pharmaceutical Sciences

Conrad W. Dhing, Ph.D.

Aaron M. Domina, Ph.D.

Danny R. Huff, Pharm.D.
Chair of Pharmacy Practice

Eric J. Jarvi, Ph.D.
Associate Dean

Rodney A. Larson, Ph.D.
Dean

William J. Lindblad, Ph.D.

Roger J. Phipps, Ph.D.

David B. Romerill, Pharm.D.

Kara L. Shirley, Pharm.D.

Tianzhi Yang, Ph.D.

DOCTOR OF PHARMACY

VISION STATEMENT

The Husson University School of Pharmacy (HUSOP) will be a regional leader in integrative pharmacy education committed to influencing the practice of pharmacy and rural health care delivery in the State of Maine.

MISSION STATEMENT

Graduates of the Husson University School of Pharmacy will be capable of providing patient- and population-centered pharmaceutical care. The educational outcomes of the program encompass disease management, health promotion, systems management, communication, problem solving, and professionalism. The School of Pharmacy is committed to delivering these outcomes by learned and diverse faculties who excel in teaching and contribute to the profession and community through scholarly activities and service.

ACCREDITATION

Husson University on June 13, 2007 received permission by the Maine State Board of Education to offer the Doctor of Pharmacy degree. The New England Association of Schools and Colleges (NEASC) granted its approval to establish the School of Pharmacy on November 16 of that same year. The Husson University School of Pharmacy was awarded Pre-candidate accreditation status for its Doctor of Pharmacy program at the June 2009 Accreditation Council for Pharmacy Education (ACPE) Board of Directors meeting. Pre-candidate accreditation status denotes a developmental program that is expected to mature in accord with stated plans and within a defined time period. This status is awarded to a new program of a College or School of Pharmacy that has not yet enrolled students in the professional program; it authorizes the College or School to admit its first class. Additional information regarding the accreditation standards and approval process can be obtained from the Accreditation Council for Pharmacy Education, 20 North Clark Street, Suite 2500, Chicago IL, 60602-5109; 312-644-3575; FAX 312-664-4652, web site www.acpe-accredit.org.

ADMISSIONS POLICIES

(Please visit the pharmacy website for the most up to date policies).

Completion of at least two years (59 credits) of college including the following prerequisites:

- General Biology with Lab 2 semesters (8 credits)
- Anatomy and Physiology with Lab 2 semesters (8 credits)
- General Chemistry with Lab 2 semesters (8 credits)
- Organic Chemistry with Lab 2 semesters (8 credits)
- Calculus 1 semester (3 credits)
- Statistics and Probability 1 semester (3 credits)
- English Composition/Writing 2 semesters (6 credits)
- Economics (Macro or Micro) 1 semester (3 credits)
- Introduction to Psychology/Sociology 1 semester (3 credits)
- Speech 1 semester (3 credits)
- General Education Electives* (6 credits)
- *Choose one from two separate areas: Humanities, History, Philosophy/Ethics, Foreign Culture/Conversation, and Fine Arts.

In addition:

- Submission of PCAT scores (School code = 159)
- Submission of all college transcripts
- Personal interview (if invited is at student's expense)

AP/CLEP Credits - Applicants cannot use AP/CLEP credits in science (Chemistry, Biology) or math to meet the pre-pharmacy requirements. Students have the option of taking a more advanced course in the area of the same number of credits or more. For example, a student who has AP credit in Calculus 1 may take Calculus 1 or Calculus 2. The laboratory component must be taken with a laboratory-based course.

Credit Age Limit

College credits in the science and math prerequisites over five years old may not be considered in the application process. Students may be required to take refresher courses (e.g., Organic Chemistry with lab, Anatomy and Physiology with lab, Calculus, Statistics), especially if they have not had any recent coursework or work responsibilities in any one of these given areas.

Criminal Background Check

The nature of the post-graduate licensure as well as the potential placement in a variety of pharmacy practice setting requires all applicants answer questions related to past criminal complaints and convictions and once admitted submit to a criminal background check. An adverse criminal background check may affect admissions, progressions, and graduation.

Foreign Credits

Students may submit courses taken at foreign colleges/universities. The transcripts must be evaluated by a reputable service based in the United States. There is no guarantee that any or all courses will be accepted. Applicants who take course in Canada do not have to have their transcripts evaluated by such a service.

Guaranteed Admissions

Husson students who are offered a guaranteed admissions into the pharmacy program must earn a 3.5 math/science pre-pharmacy GPA or greater, score at least an 80th percentile on the PCAT, and successfully pass any other admissions requirements (e.g., interview).

Minimum Application Requirements

In order to apply, an applicant must have successfully completed the majority of the Biology/Anatomy & Physiology (three-quarters), Chemistry (three-quarters) and Math (half) coursework prior to the application deadline. Students must also forward their PCAT scores prior to the date. The minimum Math/Science pre-pharmacy GPA to apply is 2.75 on a 4.0 scale.

PCAT

Students are required to take the Pharmacy College Admissions Test before the posted deadline. Students may take the test more than once before this time, with the highest score counting. Scores have a three year age limit, unless a new test version has been introduced. In the event a new version has been introduced in the past three years, applicants must take the most current version.

REPEAT PENALTY

Applicants will be penalized for repeating pre-pharmacy science or math courses in which they earned a grade less than a C (2.0). These courses include Biology/Anatomy & Physiology, General/Inorganic Chemistry, Organic Chemistry, Calculus and Statistics. There is no penalty for withdrawing from a course. However a Withdrawal/Failing (WF) grade will be penalized as if it were a failing grade.

TRANSCRIPTS

Applicants are required to submit official transcripts for all colleges attended prior to the application deadline. Husson students need not submit transcripts, unless they have taken a course elsewhere and have not submitted the transcript to Husson prior to making application to the School of Pharmacy.

PRE-PHARMACY PROGRAM

The following coursework includes the minimum requirements to fulfill the course prerequisites for the Doctor of Pharmacy program in the Husson School of Pharmacy. Note: Chemistry, Biology and Math courses taken more than five (5) years ago are not routinely accepted for meeting pre-pharmacy requirements and will be evaluated on a case-by-case basis.

General Course Requirements

General Chemistry with labs	8
Organic Chemistry with labs	8
General Biology with labs	8
Human Anatomy and Physiology with labs	8
Calculus	3
Statistics	3
English Composition	6
Economics (Macro or Micro)	3
Introduction to Psychology/Sociology	3
Speech	3
General Education Electives	6
Total	59

Husson Pre-Pharmacy Coursework

Sc 181 Chemistry I a	3
Sl 181 Chemistry I Lab a	1
Sc 182 Chemistry II a	3
Sl 182 Chemistry II Lab a	1
Sc 381 Organic Chemistry I	3
Sl 381 Organic Chemistry I Lab	1
Sc 382 Organic Chemistry II	3
Sl 382 Organic Chemistry II Lab	1
Sc 102 Biology I	3
Sl 102 Biology I Lab	1
Sc 103 Biology II	3
Sl 103 Biology II Lab	1

Sc 121 Anatomy and Physiology I	3
Sl 121 Anatomy and Physiology I Lab	1
Sc 122 Anatomy and Physiology II	3
Sl 122 Anatomy and Physiology II Lab	1
Ms 181 Calculus I	3
Ms 132 Probability and Statistics c	3
Py 111 General Psychology OR	
Sy 201 Principles of Sociology	3
Ec 201 Microeconomics OR	
Ec 202 Macroeconomics	3
Eh 123 Rhetoric and Composition I	3
Eh 124 Rhetoric and Composition II	3
Eh 121 Speech	3
Elective, General Education d	3
Elective, General Education d	3

Three quarters of the Chemistry prerequisites need to be successfully completed prior to the application deadline.

Three quarters of the Biology/A&P prerequisites need to be successfully completed prior to the application deadline.

One of the two math prerequisites needs to be successfully completed prior to the application deadline.

Choose one from two separate areas: Humanities, History, Philosophy/Ethics, Foreign Culture/conversation, and Fine Arts.

TRANSFER CREDIT

Pre-pharmacy transfer guidelines from numerous undergraduate programs in the northeast and New Brunswick have been established and are posted on the website (http://www.husson.edu/?cat_id=1251).
A student who has attended, or is currently attending, another college/school of pharmacy and who wishes to pursue pharmacy education at Husson University must: (1) be in good academic standing at the college of origin and able to continue, (2) submit transcripts of all college courses, and (3) have the dean of the previous college/school attended provide a letter of recommendation directly to the Dean of the Husson University School of Pharmacy, One College Circle, Bangor ME 04401-2999. Space must be available in the appropriate class at Husson in order for the transfer to proceed.

GRADING

	Grade-Point Average	Range dependent on course
A	4.0	95-100
A-	3.7	90- 94
B+	3.3	87- 89
B	3.0	83- 86
B-	2.7	80- 82
C+	2.3	77- 79
C	2.0	73- 76

C-	1.7	70- 72
D+	1.3	67- 69
D	1.0	63- 66
D-	0.7	60- 62
F	0	< 60

ACADEMIC POLICY

Progressions - A student must have a Pharmacy Cumulative GPA of > 2.00 at the end of the first, second, and third professional years and meet all other progressions criteria related to experiential requirements, attainment of the necessary number of Professional Development Units, and be current in all required immunizations and certifications in order to proceed in the curriculum.

Pharmacy Cumulative GPA is computed based on all professional pharmacy courses.

Only the first four pharmacy electives will be used in computing the Pharmacy Cumulative GPA.

Any electives taken other than when scheduled in the professional pharmacy curriculum will not be used in computing the Pharmacy Cumulative GPA.

Academic Probation

School of Pharmacy students are placed on academic probation at the end of any semester where one or more of the following conditions have been met:

- The GPA for any single semester is < 2.00;
- Pharmacy Cumulative GPA at the end of the first, second, or third professional year is < 2.00;
- A grade of D or F is received in any professional course; or
- The student has failed to satisfactorily complete all professional pharmacy courses for that semester.

Students on Academic Probation will be required to meet with the Associate Dean who in consultation with the Progressions Committee will design an academic remediation plan to correct the condition(s) resulting in probationary status. Such plans may include but not be limited to: satisfactorily repeating all courses in a professional year; satisfactorily repeating all courses in a professional semester; or satisfactorily repeating one or more courses. Satisfactorily completion may require the student earn a letter grade or GPA higher than what is normally required to progress in the curriculum. This plan will be documented in writing and signed by the student agreeing to the terms and conditions of the contract. Failure to meet the terms and conditions of this contract may result in Academic Dismissal at the discretion of the Associate Dean. A student normally will not be allowed to repeat courses in which they have earned > C.

Academic Dismissal

A student shall be academically dismissed from the School of Pharmacy whenever one or more of the following conditions is met.

- Failure to earn a 1.25 or greater cumulative pharmacy GPA after the first two semesters of the pharmacy program.
- Failure in 50 percent (50%) or more credit hours in ANY semester.
- Failure of any professional pharmacy course twice.
- Failure of any two Introductory or Advanced Pharmacy Practice Experiences.
- Failure to meet the conditions set by the Associate Dean for progressions.

Dismissal Appeal

Students who are dismissed from the School of Pharmacy for academic reasons, but who believe there are extenuating circumstances that warrant reconsideration, may appeal in writing to a committee comprised of the Dean, Associate Dean and Chairs of the School of Pharmacy with the final decision relative to the appeal resting with the Dean of the School of Pharmacy.

Academic Withdrawal

Should a student decide to leave the program for personal or medical reasons, an appointment must be made with the School's Associate Dean to address options and review university policy and requirements.

Graduation

Upon completion of the specified requirements, the Doctor of Pharmacy degree will be awarded. Candidates for this degree must:

- Successfully complete all courses contained in the Doctor of Pharmacy curriculum;
- Maintain a cumulative GPA of at least 2.00; and
- Be recommended for the Doctor of Pharmacy degree by the faculty of the School of Pharmacy based upon academic performance, ethical and professional standards.

TUITION

Tuition for the 2009/2010 professional Pharm.D. program is $25,380.

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.

PROGRAM OUTCOMES

Patient-Specific and Population-based Disease Management – The student will be able to provide patient-specific and population-based disease management in cooperation with patients, prescribers, and other members of an interprofessional health care team based upon sound therapeutic principles and evidence-based data, taking into account relevant legal, ethical, social, economic, cultural, political and professional issues, emerging technologies, and evolving pharmaceutical, biomedical, sociobehavioral, and clinical sciences that may impact therapeutic outcomes.

Health Promotion

The student will be able to promote health improvement, wellness, and disease prevention in cooperation with patients, communities, at-risk populations, and other members of an interprofessional team of health care providers. Provide first aid and pharmacy services in disaster and poison control situations.

Systems Management

The student will be able to manage and use resources of the health care system, in cooperation with patients, prescribers, other health care providers, and administrative and supportive personnel, to promote health; to provide, assess, and coordinate safe, accurate, and time-sensitive medication distribution; and to improve therapeutic outcomes of medication use. This includes: managing human, physical, medical, informational, and technological resources; apply patient- and population-specific data, quality assurance strategies, and research processes to assure that medication use systems minimize drug errors, adverse reactions and optimize

patient outcomes. This also includes designing medication use systems in accordance with legal, ethical, social, economic, and professional guidelines.

Communication
The student shall read, write, speak, listen and use data, media and computers to communicate effectively with various audiences for a variety of purposes.

Problem Solving
The student shall find, understand and analyze information and shall make informed, rational, and ethical decisions.

Professionalism
The student shall articulate the influence of values on ideas and actions and shall demonstrate the ability and inclination to take responsibility for ethical conduct in personal and professional settings. The student shall demonstrate the ability and inclination to learn on one's own, to pursue new knowledge, to self-assess, to respond appropriately to assessment by others, and to modify one's ideas in light of new discoveries.

Doctor of Pharmacy – Professional Phase Courses

Rx 301	Complementary & Alternative Medicines
Rx 311	Medical Physiology and Pathophysiology
Rx 312	Medical Physiology and Pathophysiology
Rx 321	Drug Action I
Rx 322	Drug Action II with lab
Rx 331	Cognitive, Communication and Case-based Critical Thinking I
Rx 332	Cognitive, Communication and Case-based Critical Thinking II
Rx 342	Medical Microbiology
Rx 350	Introductory Pharmacy Practice Experience I (Basic Community or Hospital Pharmacy)
Rx 352	Communications and Ethics
Rx 361	Medical Biochemistry
Rx 401	Pharmacy Management
Rx 411	Clinical Research Design
Rx 412	Pharmacogenomics and Biotechnology
Rx 421	Drug Action III
Rx 422	Drug Action IV
Rx 431	Cognitive, Communication and Case-based Critical Thinking III
Rx 432	Cognitive, Communication and Case-based Critical Thinking IV
Rx 442	Pharmacoeconomics
Rx 450	IPPE II – Basic Community or Hospital Pharmacy
Rx___	Elective I
Rx___	Elective II
Rx 501	Sociopharmacy
Rx 511	Pharmacy Law and Ethics
Rx 521	Drug Action V
Rx 522	Drug Action VI
Rx 531	Cognitive, Communication and Case-based Critical Thinking V

Rx 532	Cognitive, Communication and Case-based Critical Thinking VI
Rx 542	Pharmacy Capstone
Rx 550	IPPE III – Shadowing Experience
Rx 552	Clinical Seminar
Rx___	Elective III
Rx___	Elective IV
Rx 601	Inpatient/Acute Care General Medicine
Rx 602	Hospital/Health-System Pharmacy
Rx 603	Ambulatory Care
Rx 604	Community Pharmacy
Rx 6___	Elective APPE I
Rx 6___	Elective APPE II

THE SCHOOL OF SCIENCE AND HUMANITIES

Jonathan Bayless, Ph.D.
Mathematics

Karl Bishop, Ph.D.
Chemistry

Robert Brooks, Ph.D.
Biology

Adam Crowley, M.A.
English

Aaron Domina, Ph.D.
Biology

Steven Egland, M.A.
English as a Second language

Stephanie S. Gross, Ph.D.,
Chair, Humanities, Arts, and Social Science
English

Clifton Guthrie, Ph.D.
Religion and Philosophy

Irene Haskins, M.A.
Mathematics

Francis A. Hubbard, Ph.D.
Dean, School of Science and Humanities
English

Tricia Jennings, M.S.
Biology

Kenneth B. Johnson, M.S.
Chemistry

Kenneth M. Johnson, Ph.D.
Humanities
Social Science

Heidar A. Kashkooli, Ph.D.
Physics, Mathematics

Kenneth Lane, M.S., D.A.
Mathematics

Jennifer Long, Ph.D.
Biology

Lisa Mazzarelli, M.S.
Biology

Barry Scott Misler, Psy.D.
Psychology

Jonathan Moyer, M.A.
Mathematics

Erin Owen, Ph.D.
Biology

Matthew T. Pifer, Ph.D.
English

Crystal Sands, Ph.D.
English

Christine Selby, Ph.D.
Psychology

Marek A. Sitarski, Ph.D.
Chemistry

Michael Skinner, M.B.A.
Health Care Studies

Rachelle Smith, Ph.D.
Psychology

Thomas Stone, M.A.
Mathematics

Gail Tudor, Ph.D.
Chair, Science and Mathematics
Mathematics

Terry Voorhees, Ed.D.
English

Donald Withers, Ph.D.
Biology

Gregory C. Winston, Ph.D.
English

Eric York, M.A.
English

THE PROGRAMS

Sciences

B. S. Biology
B.S. Chemistry

English

B.S. English
B.S. English - Pre-Law track with Paralegal Certificate

Health Care Studies

B.S. Health Care Studies

Psychology

B. S. General Psychology
B.S. Psychology with MHRT/C Certification

Science and Humanities

B.S. Science and Humanities (Individualized Program)

PROGRAM IN BIOLOGY

B.S. Biology 120 Credits

FEATURES OF THE PROGRAM

The Biology Program offers two tracks with courses at a variety of levels of biological organization including: molecular, cellular, organismal and population. Laboratory courses are provided in modern, well- equipped multi-disciplinary teaching laboratories. Field studies involving plants, animals, and marine communities are also included. The BS in Biology degree provides students with a broad background in the biological sciences in order to prepare them for jobs in a variety of specialized fields such as research, health care, environmental management and conservation, and education. The Regular track of the Biology Program prepares students for entry-level positions in biology such as lab technician, research assistant, animal technician, wildlife biologist and environmental educator. The Pre-pharmacy/Advanced Degree track of the Biology Program will prepare motivated Husson students for admission into the Husson School of Pharmacy, as well as prepare students for successful admission to graduate, medical, dental or optometry schools.

REQUIREMENTS FOR BIOLOGY MAJORS

Students must earn an overall 2.0 cumulative grade-point average and a "C" or better in every Biology course. Transfer students must complete a minimum of thirty (30) credit hours at Husson University. At least fifteen (15) credits must be earned in Husson Biology courses.

Bachelor of Science in Biology (Regular Track)

General Education Courses

Eh 123	Rhetoric and Composition I
Eh 124	Rhetoric and Composition II
Eh 200	Approaches to Literature
Eh 121	Speech
Ms 141	Contemporary College Algebra
Ms 132	Probability and Statistics
Py 111	General Psychology

Ethics Elective
2 Communications Electives
Foreign Culture and Conversation Elective
Global Elective
2 Physical Science Electives
Fine Arts Elective

Professional Courses

Ms 223	Research Design
Sc 102/ SL102	General Biology I and General Biology I Lab
Sc103/ SL103	General Biology II and General Biology II Lab
Sc 181/Sl 181	Chemistry I
Sc 182/Sl 182	Chemistry II
Sc 240/Sl 240	Evolution and Ecology

Sc 291	Cell Biology
Sc 334	Genomic Biology
Sc 383	Junior Biology Seminar
Sc 481/Sc 482	Biological Research and Laboratory Safety I and II (Capstone Course)

In addition, the student must take 6 additional biology elective courses from those listed below. No more than 2 may be 100-level, at least 4 must be 200-level or above:

No more than 2 may come from this list below:

Sc 101	Introduction to Nutrition
Sc 121/122	Anatomy and Physiology I and II
Sc 141	Environmental Science

No fewer than 4 of the biology electives must come from this list below:

Sc 233	Pathophysiology
Sc 234	Nutrition
Sc 241	Microbiology
Sc 292	Epidemiology
Sc 332	Physiological Ecology of Animals and Plants
Sc 352	Biochemistry
Sc 381/Sc 382	Organic Chemistry
Sc 330/Pt 425	Exercise Physiology

<u>Bachelor of Science in Biology (Pre-Pharmacy / Advanced Degree Track)</u>

General Education Courses

Eh 123	Rhetoric and Composition I
Eh 124	Rhetoric and Composition II
Eh 200	Approaches to Literature
Eh 121	Speech
Ec 201	Microeconomics
Ms 141	Contemporary College Algebra
Ms 132	Probability and Statistics
Ms 223	Research Design
Py 111	General Psychology

Ethics Elective
2 Communications Electives
Foreign Culture and Conversation Elective
Global Elective
Fine Arts Elective

Professional Courses

Ms 180	Precalculus with Trig
Ms 181	Calculus with Applications
Ms 182	Calculus 2

Sc 102/ SL102	General Biology I and General Biology I Lab
Sc103/ SL103	General Biology II and General Biology II Lab
Sc 121/Sl 121	Anatomy and Physiology I
Sc 122/Sl 122	Anatomy and Physiology II
Sc 181/Sl 181	Chemistry I
Sc 182/Sl 182	Chemistry II
Sc 240/Sl 240	Evolution and Ecology
Sc 271/Sl 271	Physics I
Sc 272/Sl 272	Physics II
Sc 291	Cell Biology
Sc 334	Genomic Biology
Sc 381/Sl 381	Organic Chemistry I
Sc 382/Sl 382	Organic Chemistry II
Sc 383	Junior Biology Seminar
Sc 481/Sc 482	Biological Research and Laboratory Safety I and II (Capstone Course)

PROGRAM IN CHEMISTRY

B.S. Chemistry 120 Credits

The Bachelor of Science in Chemistry degree integrates liberal arts and sciences with full preparation for technical employment in the pharmaceutical and biotechnology industries, as well as in environmental, regulatory, and research institutions. The program offers students the study of Chemistry with two tracks (pre-pharmacy and regular track), and prepares them for graduate and professional studies.
Students in the program can earn a bachelor's degree in chemistry in a traditional four-year, 120-credit format. However, motivated students in the pre pharmacy track may pursue an entry into the Husson Pharm. D. program after only two years or 60 credits of study.

REGULAR TRACK
The goal of this track's curriculum is to provide students with a broad background in physical and biological sciences, mathematics, business, and psychology in order to prepare them for a job in biotechnology/pharmaceutical companies, environmental, biochemical research institutions, etc. Additionally, the program gives students solid preparation for graduate studies in pharmacology, biochemistry, environmental chemistry, and science education. The regular track is designed for students who want to have balanced semester schedules and who will apply to a graduate school in the fourth year of the chemistry major.

PRE-PHARMACY TRACK
The pre-pharmacy track curriculum ensures smooth transition of qualified Husson students from the pre-professional to the professional stage of studies in the Husson School of Pharmacy. Additionally, students who complete the pre-pharmacy track will meet most of the application requirements for admission into a school of medicine, osteopathy, dentistry, veterinary medicine, optometry, or podiatry. When choosing any specific professional school, students will work with their advisors to satisfy any possible additional course requirements of the particular school. A qualified student in this pre-professional track may apply to the Husson School of Pharmacy after only two years of study (60 credit hours). The best students in this program, with satisfactory results on the PCAT test and the interview, will have guaranteed admission to the Husson School of Pharmacy. The first two years include four semesters each of chemistry and biology, two of math, one of economics, and six general education courses.

Bachelor of Science in Chemistry - Regular Track

General Education Courses

Eh 121	Speech
Eh 123	Rhetoric and Composition I
Eh 124	Rhetoric and Composition II
Eh 200	Approaches to Literature
Ed 201	Philosophical Foundations of Education
Hy 211	American National Government
Ms 132	Probability and Statistics
Ms 180	Precalculus with Trigonometry
Ms 232	Finite Mathematics

Ph 110	Introduction to Ethics
Py 111	General Psychology
Sy 201	Principles of Sociology
Ls/Lf	Foreign Language
Fa	Fine and Performing Arts

Professional Courses

Sc 102/Sl 102	Biology I
Sc 103/Sl 103	Biology II
Sc 181/Sl 181	Chemistry I
Sc 182/Sl 182	Chemistry II
Sc 352	Biochemistry
Sc 381/Sl 381	Organic Chemistry I
Sc 382/Sl 382	Organic Chemistry II
Sc 393/Sl 393	Physical Chemistry
Sc 394/Sl 394	Analytical Chemistry
Sc 492	Senior Chemistry Research Seminar
Sc 4xx	Upper Level Chemistry Electives (9 credits)

Additional Requirements

Ec 201	Microeconomics
Ec 321	Managerial Economics
Ms 181	Calculus with Applications
Ms 182	Calculus II
Ms 223	Research Design
Sc 271/Sl 271	Physics I
Sc 272/Sl272	Physics II

<u>Bachelor of Science in Chemistry Pre-Pharmacy Track</u>

General Education Courses

Eh 121	Speech
Eh 123	Rhetoric and Composition I
Eh 124	Rhetoric and Composition II
Eh 200	Approaches to Literature
Ms 132	Probability and Statistics
Ph 110	Ethics
Py 111	General Psychology
Sy 201	Principles of Sociology
Ls/Lf	Foreign Language
Fa	Fine and Performing Arts

General Education Electives (4 courses)

Professional Courses

Sc 102/Sl 102	General Biology I
Sc 103/Sl 103	General Biology II
Sc 121/Sl 121	Anatomy and Physiology I
Sc 122/Sl 122	Anatomy and Physiology II
Sc 181/Sl 181	Chemistry I
Sc 182/Sl 182	Chemistry II
Sc 271/Sl 271	Physics I
Sc 272/Sl 272	Physics II
Sc 352	Biochemistry
Sc 381/Sl 381	Organic Chemistry I
Sc 382/Sl 382	Organic Chemistry II
Sc 393/Sl 393	Physical Chemistry
Sc 394/Sl 394	Analytical Chemistry
Sc 492	Senior Chemistry Research Seminar
Sc 499	Upper Level Chemistry Electives (6 credits)

Additional Requirements

EC 201	Microeconomics
EC 321	Managerial Economics
MS 181	Calculus with Applications
MS 182	Calculus II
MS 223	Research Design

PROGRAMS IN ENGLISH

B. S. English	121 Credits
B.S. English - Pre-Law Track	121 Credits

FEATURES OF THE PROGRAM

The Bachelor of Science in English enables the student to develop exceptional written and oral communication skills, provides personal and professional information age skills, prepares students for various fields of graduate study and provides a coherent sequence of courses complementary to a number of existing Husson degree programs. A bachelor's degree in English prepares modern learners for such careers as advertising/journalism, corporate communications, public relations/marketing, research, professional and technical writing and teaching.

REQUIREMENTS FOR ENGLISH MAJORS

Students must earn an overall 2.0 cumulative grade-point average as well as a 2.5 in Eh prefix courses. Transfer students must complete a minimum of 15 credit hours in English at Husson to be eligible for graduation.

Bachelor of Science in English

General Education Courses

Eh 123	Rhetoric and Composition I
Eh 124	Rhetoric and Composition II
Eh 200	Approaches to Literature
Hy 101/111	History of Western Civilization or
Hy 111	United States
Hy 211	Am Nat'l Gov't or
Hy 221	US Social History or
Hy 112	US History II
Mi 111	Intro to Microcomputing
Ms 141	Contemporary College Algebra
Ms 131	Logic/Problem Solving or
Ms 132	Probability and Statistics or
Ms 181	Calculus I
Ph 110	Ethics
Ph 201	Introduction to Philosophy
Py 111	General Psychology
Sc	Science w/lab
Sc	Science elective

Communications Elective

Fine arts electives

Foreign Culture/Conversation elective

Global Perspectives elective

Social Science elective

Professional Courses

30 credit hours from advanced English (Eh) course offerings including Capstone course

Also Required:

Electives sufficient to meet the 121 total credit hour requirement
Co-curricular activity
Community service (fulfills General Ed and Experiential requirement)

Bachelor of Science in English – Pre-Law Track with Paralegal Certificate

The Pre-Law track provides concrete education for English majors taking the LSAT. Students will also graduate with marketable certificate.

PROGRAM CURRICULUM

Candidates for a Bachelor of Science degree are required to complete a minimum of 121 semester credit hours maintaining a 2.0 overall cumulative grade point average and a 2.0 overall in their major courses. Transfer students must complete a minimum of thirty (30) credit hours at Husson College.

General Education Courses

Eh 123	Rhetoric and Composition I
Eh 124	Rhetoric and Composition II
Eh 200	Approaches to Literature
Hy 101/Hy 111	History of Western Civilization or U.S. History
Hy 211	American National Government
Ms 141	Contemporary College Algebra
Ms 131/MS 132	Logic and Problem Solving or Probability and Statistics
Pl 305	Paralegal Ethics
Py 111	General Psychology
Sc Elective w/ Lab	(Physics, Conceptual Physics, or Anatomy)
Sy 201	Principles of Sociology
Sy 222	Cultural Anthropology

Foreign Culture and Conversation
Fine Arts Elective

Professional Courses

Eh 221	Business Communications or Writing Elective
Eh 234	American Literature I
Eh 230/299/ 241	Intro to the short story or Intro to Poetry or Major British Writers
Eh 232/233/299	Introduction to Drama, Introduction to the Novel, or Topics
Eh 235/252/ 299	American Literature II, World Literature II, or Topics
Eh 251	World Lit 1
Eh 3__	Writing Elective
Eh 411	Seminar in Literature

← Three English Electives →

Ac 120	Introduction to Accounting
Ec 202	Macroeconomics
Ba 201	Business Law
Cj 235/406	Criminology or Victimology
Pl 200	Criminal Law
Pl 201	Real Estate Law
Pl 203	Civil Litigation
Pl 204	Wills, Estates, and Trusts
Pl 205	Legal Research and Writing
Pl 302/303	Alternative Dispute Resolution or Family Law
Pl 305	Legal Ethics
Pl 401	Domestic Violence Law
Pl 403	Advanced Legal Writing
Pl 407	Law Office Management
Pl 498	Internship
Py 332	Abnormal Psych

PROGRAM IN HEALTH CARE STUDIES

B.S. Health Care Studies 120 Credits

The undergraduate Health Care Studies degree is designed to prepare students to work in a variety of careers in the health care field. In addition to courses in health care delivery, terminology, leadership, management and policy, students select courses in business, psychology, science and math to prepare them for work in hospitals, clinics, research centers at academic institutions and medical centers, pharmaceutical companies and contract research organizations. This degree would also qualify the students to pursue advanced academic studies in graduate and professional schools, including Husson Universities M. S. in Business with a concentration in Health Care Management.

Specific objectives are for our students to gain an understanding of how health care affects the global economy and government policies; to learn about the human body and other medical terminology; to gain microcomputing skills including spreadsheets and electronic medical forms and how information can be electronically shared; to learn about how psychology and sociological issues affect health care research and practices; to gain a broad knowledge of biological and chemical sciences; and to become a critical thinking, broad minded, ethical individual.

PROGRAM CURRICULUM

Students must earn an overall 2.0 cumulative grade-point average as well as 2.0 in major courses. Transfer students should complete a minimum of 30 credit hours at Husson.

General Education Courses

Eh 121	Speech
Eh 123	Rhetoric and Composition I
Eh 124	Rhetoric and Composition II
Eh 200	Approaches to Literature
Ls 111	Spanish I
Ls 112	Spanish II
Mi 111	Intro to Microcomputing
Ms 132	Probability and Statistics
Ms 141	Contemporary College Algebra
Ph 110	Introduction to Ethics
Py 111	General Psychology
Sy 201	Principles of Sociology
Fine arts elective	
General Education Elective	

Professional Courses

Ec 202	Macroeconomics
Eh 299	Writing for Health Professionals
Hs 100	Overview of Careers in Health
Hs 101	Intro to Health Care Studies
Hs 121	Medical Terminology
Hs 301	Introduction to Public Health

Hs 311	Healthcare Management and Organization
Hs 401	Medical databases
Hs 411	Health Economics and Policy
Hs 421	HCS Senior Experience
Mi 214	Microcomputing Spreadsheets
Ms 223	Research Design
Ot 201/Sy 211or Sy 222	Social Issues in Health Care,
Py 241	Human Growth and Development
Py	Psychology Elective
Sc 104	Organismal Biology
Sc 120/ Sl 120	Functional Anatomy and Physiology
Sc 180/ Sl 180	Principles of Chemistry
Sc 292	Epidemiology

Upper level Business, Math, Health Science or Computer Information Systems Course

Open Electives (6 credits)

Health Care Studies Electives (12 credits) from the following list:

Ba 201	Business Law I
Ba 271	Risk Management
Ba 310	Organization and Management
Ba 311	Human Resource Management
Ba 321	Marketing
Ba 334	International Economics
Ba 411	Organization Behavior
Ba 413	Operations Management
Ba 414	Business Policy
Ed 201	Microeconomics
Ms 345	Biostatistics
Sc 234	Nutrition
Sc 360	Biomechanics in Human Performance
Py 431	Behavior modification
Hs 299 or 499	Special topics courses

PROGRAMS IN PSYCHOLOGY

B.S. General Psychology — 122 credits
B.S. Psychology with MHRT/C Certification

The field of psychology focuses on the examination of mental processes and behavior and basic behavioral functions such as sensation, perception, learning, thinking, language, motivation, personality, and emotion. The program in Psychology provides students with a background of fundamental subject matter that will equip them for subsequent graduate study in psychology and related fields, assist them in careers in medicine, education, law, business, or other professions involving human services, and provide them with an understanding of behavior useful in everyday personal and community life.

Requirements for Psychology Majors
Students must earn an overall 2.5 cumulative grade-point average as well as 2.5 in their Psychology courses. Transfer students must complete a minimum of 15 credit hours in Py prefix courses at Husson to be eligible for graduation.

Certification
Psychology programs are offered in two tracks: General and with Mental Health Rehabilitation Technician/ Community (MHRT/C) Certification. Students receiving a Husson four-year degree in Psychology and meeting State of Maine requirements for the MHRT/C may apply for this certification upon graduation. This certification enables graduates to undertake entry-level case management and educational programs in mental health settings that are supported by the State of Maine.

Bachelor of Science in Psychology (General Track)

General Education Courses

Eh 123	Rhetoric and Composition I
Eh 124	Rhetoric and Composition II
Eh 200	Approaches to Literature
Eh 221 or elective	Business Communications or Communications Elective
Mi 111 or elective	Introduction to Microcomputing or Mi elective
Ms 132	Probability and Statistics
Ms 141	Contemporary College Algebra
Ph 100 or elective	Intro to Ethics or elective
Ph _	Ethics Elective
Py 111	General Psychology
Sc/ Sl __	Science and lab elective
Sy 201	Principles of Sociology
Sy 222	Cultural Anthropology or Global Elective
Business elective	
Communications Elective	
History elective	
Fine Arts Elective	
Foreign Culture and Conversation elective	

Students must also satisfy General Education requirements for community and co-curricular service.

Professional Courses

Py 234	Physiological Psychology
Py 241	Human Growth and Development
Py 342	Research Methods in Psychology
Py 411	Psychology Tests and Measurements
Py 412	Field Placement
Py 413	Field Placement
Py 442	Seminar in Psychology

Psychology Breadth Courses (21 credits)
Psychology Depth Courses (15 credits)
Open Electives (9 credits)

<u>Mental Health Rehabilitation Technician/ Community Certificate</u>
While the overall credit requirement remains the same, in order to obtain the MHRT/C Certificate students will need to take a more prescribed course of study that includes courses which replace and/or augment the requirements notes above. These courses include:

Eh 221	Business Communications
Mi 214	Spreadsheet Applications
Ph 110	Ethics
Py 231	Social Psychology
Py 332	Abnormal Psychology
Py 333	Psychology of Personality
Py 335	Introduction to Rehabilitation
Py 341	Gerontology or Py elective
Py 344	Early Childhood Development or Py elective
Py 345	Therapeutic Psychology
Py 346	Adolescent Psychology or Py elective
Py 347	Sex Abuse, Trauma and Recovery
Py 422	Diversity, Multiculturalism and Counseling
Py 431	Behavior Modification
Py 490	Forensic Psychology

PROGRAM IN SCIENCE AND HUMANITIES

B.S. Science and Humanities 122 credits

The Bachelor of Science in Science and Humanities degree program is an Individualized Program of Study (IPS) providing a broad background in the arts and sciences and specialization in two academic areas of particular interest to the student. This allows the student the opportunity to establish a broader base in general education than is ordinarily possible, while combining in-depth study in different academic disciplines in ways not possible under the structure of traditional academic majors.

The IPS is designed by the student with help from a three-member Advisory Committee appointed by the Program Coordinator. The Advisory Committee must formally approve the IPS at least two academic semesters prior to the expected graduation date. As part of the approval process, the Advisory Committee ensures that the IPS meets all philosophical and structural requirements of the degree.

Requirements for Science and Humanities Majors
Students must earn an overall 2.0 grade point average and a minimum grade-point average of 2.5 in each area of concentration as described below.

Bachelor of Science in Science and Humanities
All Individualized Programs of Study leading to the degree of Bachelor of Science in Science and Humanities must fulfill the Husson College General Education requirements and incorporate the following:

A broad base in the traditional liberal arts must include:

- English/Communications - six (6) courses minimum.
- Humanities - four (4) courses minimum.
- Social Sciences - six (6) courses minimum.
- Science/Mathematics - four (4) courses minimum.
- In at least two (2) of the above areas there must be at least two (2) courses at the 300 level or above.
- At least six (6) courses must be taken outside the School of Science and Humanities.

An approved IPS must contain at least two (2) areas of specialization, each of which must consist of a minimum of six (6) courses above the 100 level, with at least three (3) of the six above the 200 level.

SCIENCE AND HUMANITIES MINORS

BEHAVIORAL SCIENCE MINOR

Students may complete the Behavioral Science Minor at Husson University by declaring their wish to pursue this option and successfully completing 18 credit hours (6 courses) of approved course work. Py 111 and Sy 201 are required. Of the remaining twelve credit hours (4 courses), six hours (2 courses) must be elected in psychology and six hours (2 courses) must be elected in sociology. Interested students should discuss this option with their advisors and obtain the approval of the Behavioral Science Coordinator by the end of their sophomore year. Additional information may be obtained from the Dean of the School of Science and Humanities.

Requirements of the Behavioral Science Minor:*

Py 111	General Psychology
Py 212	Applied Psychology
Py 241	Human Growth and Development
Py 331	Interpersonal Relations
Py 332	Abnormal Psychology
Py 333	Psychology of Personality
Py 431	Behavior Modification/Seminar in Learning
Py 499	Special Topics in Psychology
Sy 201	Principles of Sociology
Sy 211	Contemporary Social Issues
Sy 312	Sociology of Work
Sy 499	Topics in Sociology

2 from Py Course
2 from Sy Courses
18

*Majors in the B.S. in Nursing program may substitute Nu 304 for one (1) of the psychology courses other than Py 111.

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 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 complete three core requirements:

Anatomy and Physiology I or II (Sc 121/122)
Organismal Biology (Sc 104) or Environmental Science (Sc 141)
Evolution and Ecology (Sc 240) or Oceanography (Sc 351)

In addition, students must complete at least 2 courses from the following list:

Nu 308	Health Assessment
Nu 706	Advanced Pathophysiology

Nu 707	Neurobiology/Neuroscience
Pt 450	Neurophysiology
Pt 505	Advanced Human Phys.
Pt 525/Sc 330	Exercise Physiology
Pt 560	Cardiorespiratory I
Sc 101	Introduction to Nutrition
Sc 131	Human Genetics
Sc 132	Biology
Sc 233	Pathophysiology
Sc 234	Nutrition
Sc 241	Microbiology
Sc 260	Biomech. and Kinesiology in Human Performance
Sc 292	Epidemiology
Sc 331	Physiological Ecology of Animals and Plants
Sc 334	Genomic Biology
Sc 352	Biochemistry

Finally, the student must complete one of the following courses in the physical sciences:

Sc 151	Conceptual Physics
Sc 180	Principles of Chemistry
Sc 181/182	Chemistry
Sc 251	Astronomy
Sc 271/272	Physics
Sc 362	Dynamics of the Earth

ENGLISH MINOR

The minor in English shall consist of 18 credit hours (6 courses) of approved English course work beyond Eh 111 Composition. It is expected that students who excel in reading and writing skills may wish to pursue the English minor to show their communications potential to future employers. Others may wish to pursue the minor for pleasure and/or to improve their reading and writing skills as well as developing abilities in critical and creative thinking. Interested students should contact the Dean of the School of Science and Humanities by their sophomore year to plan their English course schedules, interests, and needs.

The minor in English consists of 18 credit hours of approved English courses beyond Eh 111.

General requirements:

Eh 112 Literature and Research 3 hrs. (the prerequisite for all upper-level classes).

* Two courses in upper-level literature 6 hrs.

**Two courses in upper-level writing 6 hrs.

Eh 411 Senior Literature Seminar 3 hrs.

*These courses satisfy requirement (upper-level literature)

Eh 233	Introduction to the Novel
Eh 234	American Literature I
Eh 235	American Literature II
Eh 241	Major British Writers
Eh 251	World Literature I

Eh 252	World Literature II
Eh 299	(Variable Topics)

**These courses satisfy requirement (upper-level writing)

Eh 221	Business Communications
Eh 232	Introduction to Drama/Play Production
Eh 275	Creative Writing Workshop
Eh 311	Advanced Writing
Eh 323	Advanced Business Communications
Eh 352	Advanced Writing Internship

Note: Eh 121 Speech does not satisfy English Minor requirements.

HISTORY MINOR

Students may complete the requirements for the History Minor by declaring their interest in pursing this option and successfully completing 18 credit hours (6 courses) of approved course work. Economic Geography (GE 111) is required.

The following courses may be offered in satisfaction of the minor's requirements:

Ge 111	Economic Geography
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 Twentieth Century
Hy 321	United States Military History I
Hy 341	International Relations
Hy 421	Development of American Business in the Twentieth Century
Hy 499	Special Topics in History

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 18 credit hours (6 courses) of approved course work. For transfer students the courses must include Ms 331 (Calculus) and a minimum of 9 credit hours must be completed at Husson University. Interested students should contact the Dean of the School of Science and Humanities for additional information.

The following courses count towards the Mathematics Minor:

Ms 131	Logic and Problem Solving
Ms 132	Probability and Statistics
Ms 232	Finite Mathematics
Ms 141	Contemporary College Algebra
Ms 331	Calculus
Ms 332	Applied Statistics
Ms 499	Topics in Mathematics
Ba 413	Operations Management

NATURAL SCIENCE MINOR

The Natural Science Minor at Husson University is offered for students who are pursuing undergraduate professional programs of study but who also value the knowledge of science. For the student who is intellectually curious about how the world around them works, the Natural Science Minor provides her/him with an opportunity to explore biology, chemistry and physics without being intimidated. This minor is ideal for all students who choose to be educators.

To successfully complete a natural science minor, the student must pass the following classes with a "C" or better:

Sc 151	Conceptual Physics
Sc 111	Anatomy and Physiology for Sports Management or
Sc 121	Anatomy and Physiology
Sc 180	Principles of Chemistry or Sc 181 Chemistry

The student must then complete three other sciences from the following options:

Pt 505	Advanced Physiology
Sc 101	Introduction to Nutrition
Sc 104	Organismal Biology
Sc 141	Environmental Science
Sc 233	Pathophysiology
Sc 234	Nutrition
Sc 240	Evolution and Ecology
Sc 241	Microbiology
Sc 251	Astronomy of the Solar System
Sc 271	Physics I or Sc 272 Physics II
Sc 291	Cell Biology
Sc 330	Exercise Physiology

A student may transfer a maximum of six credits to be applied towards the Natural Science Minor.

PSYCHOLOGY MINOR

Students may complete the Psychology Minor by declaring their wish to pursue this option and successfully completing 18 credit hours (6 courses) of approved course work. These may be drawn from any of the courses in the psychology sequence. Interested students should discuss this option with their advisors and obtain the approval of the Psychology Chairperson by the end of their sophomore year. Additional information and a minor declaration may be obtained in the office of the Dean of the School of Science and Humanities.

Students minoring in Psychology may follow any of the three following concentrations.

General Concentration

Students in this concentration may take six courses (18 credits) in their required sequences from any of the psychology courses offered by the department of psychology.

Clinical Concentration

Students in this concentration may take any three psychology courses offered by the department in their required sequences, plus any three of the following courses:

Py 331	Interpersonal Relations
Py 332	Abnormal Psychology
Py 333	Psychology of Personality
Py 342	Research Methods
Py 345	Therapeutic Psychology
Py 421	Health Psychology
Py 431	Behavior Modification/Seminar in Learning

Developmental Concentration

Students in this concentration may take any three psychology courses offered by the department in their required sequences plus any three from the following list:

Py 241	Human Growth and Development
Py 341	Gerontology
Py 342	Research Methods
Py 344	Early Childhood
Py 346	Adolescent Psychology

In addition to the above requirements, all students must have at least three courses at or above the 300 level. Transfer students may not transfer more than three courses (nine credits) toward their minor in Psychology. The two (2) practicum courses (Py 412 and Py 413), and the Seminar in Psychology (Py 442) course are excluded from all minor concentrations.

Majors in the B.S. in Nursing program may substitute Nu 422 for one (1) of the above courses other than Py 111 in any of the concentrations.

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

DIVISION OF EXTENDED LEARNING

PROGRAM SITES

Bangor Center
One College Circle
Bangor, ME 04401
207-941-7121

Presque Isle Center
33 Edgemont Drive
Presque Isle ME 04796
207-760-1176

Calais – Unobskey College
203 Main Street
Calais, ME
207-454-0174

South Portland Center
220 Maine Mall Road
South Portland, ME 04106
207-775-6212

The Husson University Division of Extended Learning serves adult learners who, because of work schedules and geographic locations, wish to attend classes in the evening, Saturdays or on-line. A schedule of course offerings for each center is available prior to the beginning of each term. All sites offer a variety of two- and four-year majors from the Schools of Business, Education, and Science and Humanities; the exact programs available depend on the needs of the particular community. The Division recognizes that the adult learner brings real life experience, skills and knowledge to the classroom. Course instructors are dedicated to teaching, and most are active professionals in the fields in which they teach. A full-time Coordinator is available to students at each Center.

Students of Extended Learning programs are subject to the same policies and requirements as previously enumerated. The following specialized procedures apply only to Extended Learning students.

ADMISSION

All applicants should arrange to meet with the Center Coordinator where most courses will be taken. As part of the application process, a degree-seeking student must submit the following information:

- Official copy of high school transcript or GED certificate.
- Official copy of college transcript(s) for transfer credits (to be sent from previous college directly to the Center).
- Proof of immunity against measles, mumps, rubella, diphtheria, and tetanus.
- Completed application/registration form.
- Degree application fee of $25.00.

TUITION

For the 2009 - 2010 academic years, Extended Learning tuition varies by program. Please refer to the financial section for more specific information. Tuition is payable in full the first day of class. However, it is possible to arrange for monthly payments with interest charged on the unpaid balance each month. A student with a balance due from a previous term must clear that balance prior to registering for a new term.

Extended Learning students who seek to take one or more day division courses will be charged day division tuition rates for those courses.

FINANCIAL AID

Extended Learning students who carry at least six credit hours and are enrolled in a degree program are eligible to apply for need-based financial aid. Interested students should file the Free Application for Federal Student Aid. Please contact the Center Director or Financial Aid Office for more information. It is important to complete financial aid paperwork early, before registration, as it affects billing procedures.

WITHDRAWALS AND COURSE ADD/DROP

Students may add or drop courses before the start of the term, or during the standard add/drop period (through the second week of class), and receive a full refund of tuition and fees. A special add/drop form must be filed with the Center before the start of the third week of class.

After the standard add/drop period, tuition and fees will not be adjusted for individual course withdrawals. A student who withdraws from the program must file an official form; refund credits are computed from the date that the Center receives the form. Nonattendance of classes does not constitute withdrawal.

For program withdrawals during the term, refund credits will be prorated on the balance of tuition, fees, and other charges. Check with the Center Coordinator for more information.

ACADEMIC POLICIES AND PROCEDURES

All Extended Learning degree courses are consistent with those offered in the Day School programs of study. The usual term academic load is not less than three (3) credit hours or more than twelve (12) credit hours. Each degree candidate must complete a minimum of thirty (30) credit hours at a Husson Center or on the Bangor University; at least fifteen (15) credits must be completed within the student's major. Degree candidates must complete their final thirty (30) credit hours through Husson. If necessary, in order to graduate, a senior may take fifteen (15) credit hours the last term. Otherwise, students wishing to take more than twelve (12) credit hours per term must have the approval from the Dean of Extended Learning.

ADDITIONAL EDUCATION PROGRAMS

Through the Husson University Consortium, additional education programs are available to interested students. These programs include a Masters of Divinity Studies at the Bangor Theological Seminary housed on the main campus in Bangor and in Portland. The New England School of Communications offers Bachelors and Associates Degrees in Communications. The Boat School in Eastport, Maine offers certificates and diplomas in the technical area and art of boat building. Husson University is also working in close conjunction with the University of Fredericton to offer New Brunswick Community College Diploma students an on-line educational opportunity to earn a Bachelors Degree.

COURSE DESCRIPTIONS

AC 120 Introduction to Accounting 3 CR. HR.
This course is for non-accounting 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 CR. HR.
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, adjusting entries, closing procedures, payroll accounting, inventory accounting and preparing financial statements. Students are also introduced to cash control and financial statement analysis.

AC 122 Principles of Accounting II 3 CR. HR.
A continuation of the study of basic accounting principles and procedures, the course includes receivables and payables, fixed assets, intangibles, inventory methods, and special journals and subsidiary ledgers. Students are also introduced to the corporate form of organization and the statement of cash flows. Use of the computerized general ledger model is continued. Prerequisites: AC121

AC 201 Intermediate Accounting I 3 CR. HR.
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. Prerequisites: AC122

AC 202 Intermediate Accounting II 3 CR. HR.
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. Prerequisites: AC201

AC 211 Managerial Accounting I 3 CR. HR.
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. Prerequisites: AC121

AC 251 Cooperative Education 3 CR. HR.
A college-supervised work experience course with participating employers in business and nonprofit organizations that provides a practical application of classroom theory. Graded Pass/Fail Only

AC 252 Cooperative Education 3 CR. HR.
A college-supervised work experience course with participating employers in business and nonprofit organizations that provides a practical application of classroom theory. Graded Pass/Fail Only

AC 253 Cooperative Education 3 CR. HR.
A college-supervised work experience course with participating employers in business and nonprofit organizations that provides a practical application of classroom theory. Graded Pass/Fail Only

AC 254 Cooperative Education 3 CR. HR.
A college-supervised work experience course with participating employers in business and nonprofit organizations that provides a practical application of classroom theory. Graded Pass/Fail Only

AC 301 Advanced Accounting I 3 CR. HR.
Advanced Accounting I deals with advanced and specialized topics in financial accounting. An in-depth study is made of accounting for pensions and leases and of accounting for partnerships, including formation and operation, dissolution, and liquidation. The course also provides an introduction to such specialized topics as foreign operations, governmental and fund accounting, accounting changes, and error correction. Prerequisites: AC202

AC 302 Advanced Accounting II 3 CR. HR.
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. Prerequisites: AC202

AC 331 Cost Accounting I 3 CR. HR.
Topics covered include basic cost control concepts, manufacturing statements, accounting for material inventory, factory overhead costs, job order costing, process costing, activity based costing, budgeting and variance analysis. Prerequisites: AC122 or AC211

AC 332 Cost Accounting II 3 CR. HR.
As a continuation of AC 331, this course provides further knowledge for evaluating and using cost information in managerial decisions. Topics include relevant costs and decision processes, cost allocation systems, capital budgeting and cost analysis and decentralized operations. Prerequisites: AC331

AC 371 Accounting Information Systems 3 CR. HR.
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. Prerequisites: AC 122 and MI 111

AC 440 Accounting Internship 12 CR. HR.
Full-time work provides opportunities to gain meaningful professional experience in a variety of accounting-related environments. This will help the accounting student in the transition to professional accountant and reinforce accounting education with practical application. Graded Pass/Fail Only

AC 441 Federal Taxation I 3 CR. HR.
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. Prerequisites: AC122

AC 442 Federal Taxation II 3 CR. HR.
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. Prerequisites: AC122

AC 461 Auditing Concepts and Methods 3 CR. HR.
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. Prerequisites: AC202

AC 462 Internal Auditing Concepts and Methods 3 CR. HR.
This comprehensive review and appraisal of the responsibilities and duties of internal auditing emphasizes the role of the internal auditor in management, internal auditing methods and techniques, audit programs and report, and evaluation of internal control systems. Prerequisites: AC202

AC 471 Accounting for Nonprofit Organizations 3 CR. HR.
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. Prerequisites: AC202

AC 483 Financial Accounting and Reporting Advanced Problems 3 CR. HR.
This course covers current official pronouncements and procedures accepted by the AICPA and the FASB. Comprehensive in depth and inter-area problems are explored and solved; topics include accounting theory, pensions, leases, inventories, current assets and current liabilities, fixed assets, deferred taxes, stockholders' equity, foreign currency transactions and translations, investments, and partnerships. Prerequisites: AC 301, AC 302, AC 331, AC 441, AC 442 and College Level=Senior

AC 484 Accounting and Reporting and Consolidation Adv Problems 3 CR. HR.
This course covers current official pronouncements and current procedures accepted by the AICPA, the IRS, the FASB, the GASB and the Cost Accounting Standards Board. Comprehensive in depth and inter-area problems are explored and solved. Topics include: consolidations, cost accounting, accounting for governmental and nonprofit organizations, and individual and corporate taxes. Prerequisites: AC 301, AC 302, AC 331, AC 441, AC 442 and College Level=Senior

AC 486 Management Accounting Problems I 3 CR. HR.
This course covers the following specific segments of a management accountant's possible job functions: cost accounting systems, responsibility accounting, behavioral issues, flexible budgeting, variance analysis, incremental costing and decision making when there are uncertainties. Prerequisite: AC 331

AC 487 Management Accounting Problems II 3 CR. HR.
This course covers the following specific segments of a management accountant's possible job functions: international economics, working capital financing, capital structure financing, cash management, capital budgeting and quantitative methods. Prerequisite: AC 331

AC 490 Senior Seminar 3 CR. HR.
This senior seminar capstone course integrates the key job functions of planning, organizing and directing, controlling and decision making at the management level. Also included as critical elements in a position at this level are budgeting, cost reduction, and human resource management. Prerequisite: College Level = Senior

AC 499 Accounting Seminar 3 CR. HR.
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. Prerequisites: Instructor Permission Only.

AT 245 Desktop Publishing 3 CR. HR.
Students use current software packages to produce a wide range of high-quality interoffice publications such as forms, proposals and directories, and outside–of-organization communications such as flyers, catalogs, annual reports, brochures, newsletters, etc. Students will become familiar with typographic techniques used to create professional-looking documents. The use of basic design and layout features such as white space, graphic elements, and color will be introduced. Accuracy and creativity are essential as the students design and publish functional promotional materials. A professional portfolio containing sample projects is an integral part of the evaluation process.

BA 101 Introduction to Business 3 CR. HR.
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 CR. HR.
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 CR. HR.
This course provides students with a basic knowledge of the law of contracts, personal property and real property.

BA 202 Business Law II 3 CR. HR.
This course is intended to augment BA201 with in depth analysis of the law in contracts, UCC, Corporations, Principal Agency Law, Advanced Tort Law, Environmental Law, Real Property: Law and Employment Law. Prerequisites: BA201

BA 224 Public Relations 3 CR. HR.

This course is designed to introduce students to concepts and fundamental principles of public relations. Public Relations focuses on the practical application of these concepts and principles through class presentation. This course is designed around the various ways an organization communicates with its public, the types of communication used, the creating of and various strategies available to effectively communicate organizational messages. Prerequisites: EH123, EH124

BA 271 Risk Management 3 CR. HR.

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 302 Business Ethics 3 CR. HR.

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 CR. HR.

This course focuses on how to design organization systems and effectively manage them. Students completing the course should understand the universal process of management and key terminology in the language of management. Students are encouraged conceptually to blend contributions from the various schools of management thought into an integrated perspective of what managers do and why.

BA 311 Human Resource Management 3 CR. HR.

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. Prerequisites: BA310

BA 321 Marketing 3 CR. HR.

The components of the marketing structure are covered, together with the development of the modern concepts of marketing. Among the topics included are: the legal environment, channels of distribution, segmentation, the international market, consumer behavior, retailing and advertising.

BA 334 International Economics 3 CR. HR.

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. Prerequisites: EC201, EC202

BA 351 Cooperative Education 3 CR. HR.

Cooperative Education is a college-supervised work experience course with participating employers in business and nonprofit organizations that provides application of classroom theory. Students are employed on a part- or full-time basis.

BA 352 Cooperative Education 3 CR. HR.
Cooperative Education is a college-supervised work experience course with participating employers in business and nonprofit organizations that provides application of classroom theory. Students are employed on a part- or full-time basis.

BA 353 Cooperative Education 3 CR. HR.
Cooperative Education is a college-supervised work experience course with participating employers in business and nonprofit organizations that provides application of classroom theory. Students are employed on a part- or full-time basis.

BA 354 Cooperative Education 3 CR. HR.
Cooperative Education is a college-supervised work experience course with participating employers in business and nonprofit organizations that provides application of classroom theory. Students are employed on a part- or full-time basis.

BA 362 Financial Management I 3 CR. HR.
The foundation finance course covers basic personal and corporate financial management issues. Topics include personal financial planning, financial statements, financial ratio analysis, capital budgeting, financial forecasting, and cash inventory and receivables management. Students are expected to become proficient in financial analysis of a corporation and in various aspects of corporate financial management. Prerequisites: AC121, AC122, or AC211, EC 201 and MS141

BA 364 Financial Management II 3 CR. HR.
The course is a continuation of Financial Management I and will cover pricing and applications of derivatives, basic issues in stocks and bonds, portfolio, theory, risk and return and cost of capital. Prerequisites: BA362

BA 375 Logistical Management 3 CR. HR.
This course provides basic concepts of logistics and supply chain management. The student will study logistical problems and appropriate strategies 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 411 Organizational Behavior 3 CR. HR.
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. Prerequisites: BA310

BA 413 Operations Management 3 CR. HR.
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. Prerequisites: BA310, MS132

BA 414 Business Policy 3 CR. HR.
This Business Administration senior seminar focuses on decision making at the executive management level, the formulation of strategy, and its implementation in the organization. The course will employ case studies, laboratory simulation techniques, and computer spreadsheet analysis. Prerequisites: College Level=Senior

BA 421 Advertising 3 CR. HR.
An introduction to the field of advertising: Students plan campaigns, write copy and design layouts for the print and electronic media, and summarize their knowledge by submitting a complete advertising plan at the end of the semester. Prerequisites: BA321

BA 422 Sales and Sales Management 3 CR. HR.
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. Prerequisites: BA321

BA 423 Retail Management 3 CR. HR.
The purpose of this course is to provide students with an understanding of the fundamentals of successful retail operations. Topics included are the market concept in retailing, factors of area and market analysis, and aspects of organizational structure, layout, and personnel planning. Also covered are methods of pricing, merchandising planning, inventory, expense control and sales promotion techniques. Prerequisites: BA321

BA 424 Marketing Research 3 CR. HR.
The basic research concepts and practices as applied to the analysis of marketing problems are examined. Topics include sources of data, collecting data, sampling, questionnaire construction, tabulating data, and report preparation. Computerized statistical software is used. Prerequisites: BA321, MS132

BA 425 Marketing Management 3 CR. HR.
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. Prerequisites: BA321

BA 434 International Finance 3 CR. HR.
Students prepare a multinational capital budget, addressing such issues such as foreign subsidiary financing, blocked funds and uncertain salvage values. The factors affecting exchange rates are discussed, as well as different types of exchange rate systems and how governments attempt to influence exchange rates. The relationships among interest rate parity, purchasing power parity, the Fisher effect and International Fisher effect and exchange rates are analyzed. Students learn how currency futures, currency options and money market hedges are used to hedge exchange rate risk. Prerequisites: BA362

BA 437 International Marketing 3 CR. HR.
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. Prerequisites: BA321

BA 438 Export-Import Procedures 3 CR. HR.
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. Prerequisites: BA321

BA 440 Small Business Management I 3 CR. HR.
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. Prerequisites: College Level=Junior or Senior

BA 441 Entrepreneurship 3 CR. HR.
The essential concepts of starting and operating small businesses, 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. Prerequisites: College Level=Senior

BA 442 Small Business Management II 3 CR. HR.
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. Prerequisites: BA440

BA 460 Investments 3 CR. HR.
Beginning with an introduction to financial markets and investment instruments, topics include stock and bond quotations and trading procedures, rate of return, margin trading, stock indexes, stock and bond valuation, risk and return, portfolio theory, active and passive portfolio management, and investment performance evaluation. Prerequisites: BA 362

BA 464 Bank and Financial Services Management 3 CR. HR.
This course will introduce students to the specific issues in the financial management of a banking firm and, to a smaller degree, of other financial intermediaries. Emphasis will be on products, roles, regulatory framework, and risk management. Prerequisites: BA 362

BA 471 Life and Health Insurance 3 CR. HR.
This course is intended to provide background knowledge for personal application and for those responsible for administering benefit plans for employees; it provides the necessary information required to pass the State of Maine license examination. Prerequisites: BA271

BA 472 Casualty and Property Insurance 3 CR. HR.
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. Prerequisites: BA271

BA 475 E-Business and E-Commerce for Managers 3 CR. HR.
This course teaches the basic e-business and e-commerce theory. The student will apply the theory through the development of a website for the prime purpose of marketing a product or service or idea online. Prerequisite: Junior or Senior standing.

BA 482 Personal Financial Planning 3 CR. HR.
This course provides comprehensive coverage of personal financial planning in the areas of money management, taxes, consumer credit, housing, and other consumer excisions, legal protection, insurance, retirement planning and estate planning. Prerequisites: BA 362

BA 490 International Business 3 CR. HR.
This course covers the international dimensions of managerial decision-making including: world economies, international trade theories, tariffs, quotas and other trade issues, global strategic planning, cross-cultural management, international market entry, international human resource management, international organization strategy, international logistics, import/export operations, currency exchange, international financial management. Current developments in global economic and business are emphasized; students participate in a computerized simulation throughout the semester. Prerequisites: BA310, BA321

BA 495 Senior Management Project 3 CR. HR.
An experiential course that gives seniors the opportunity to apply what they have learned in class to a real business situation. Prerequisites: College Level=Senior

BA 498 Business Seminar 3 CR. HR.
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. Prerequisites: College Level=Senior

BA 499 Topic/ Variable 1 -3 CR. HR.
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. Prerequisite: Permission Required

BT 102 Boat Shop Safety 2 CR. HR.
This introductory course will cover the safe use of hand, stationary and portable power tools and the basic woodworking skills.

BT 112 Marine Drafting 3 CR. HR.
This introductory course assumes no previous knowledge of drafting. The student will learn basic mechanical drafting techniques and practices. Instruction will be given in using a scale rule, drawing instruments, applied geometry, third angle projection, auxiliary views, dimensioning and related areas. The area of marine drafting will include techniques and practices to include lines plans and reading construction drawings.

BT 115 Introduction to Boat Building 6 CR. HR.
Construction of shop projects will be used for instruction in the use of hand tools, power tools, and their maintenance. Various boat construction methods, basic hull materials, hull shapes, and shop management

will be discussed. There will be an emphasis on improved wood working skills, terminology, and tool maintenance.

BT 122 Heavy Duty Marine Electrical Systems 3 CR. HR.
This course teaches basic electrical theory as it applies to DC and AC circuits and equipment found in typical marine applications. Theory, maintenance, troubleshooting and field repairs for components (batteries, starters, alternators, etc) from the battery through to the main distribution panel are covered. Heavy emphasis will be placed on mastering the multimeter as a diagnostic tool in troubleshooting electrical problems.

BT 130 Lofting 3 CR. HR.
Lofting is a system of accurately drawing the boat full-sized in order to obtain molds, patterns and other important information necessary to construct any boat.

BT 144 Wooden Boat Construction 8 CR. HR.
Continuing with the boat project lofted in BT 130, the subjects studied will include set up, backbone assembly, jig construction, fairing and finishing off the hull. Traditional plank-on-frame construction will be demonstrated.

BT 150 Fiberglass Technology and Repair 2 CR. HR.
This course will cover the safe use and application of fabrics and resins. Topics covered will include fabric types and use, polyester, vinyl ester and epoxy resins, secondary bonding, hand lamination, vacuum bagging and other repair techniques.

BT 158 Boat Handling 2 CR. HR.
This is a hands-on course in piloting a boat from the mooring to the dock and securing to the dock focusing on water safety, proper towing techniques, and basic marlinespike seamanship. It will also include the safe start up and shut down procedures for outboard, gas and diesel engines. Hauling a boat with a hydraulic trailer, sling lift and proper cradling/use of boat stands will also be covered. This course may lead to certification of marine sling lift operation.

BT 161 Marine Systems 3 CR. HR.
In this course, the students will gain experience in using ABYC standards for proper engineering and installation of the systems needed in today's fleet. Topics will include potable and non-potable water systems, sanitation systems, and engine systems. Basic repair and winterization will also be covered.

BT 164 Hull Survey 2 CR. HR.
Students will be instructed on various methods of determining condition of hull, including metal components. During the course, various boats will be surveyed, damage documented and repair techniques suggested. Cost estimates and project management topics will also be studied.

BT 171 Marine Joinery 3 CR. HR.
This course moves on to finer woodworking skills. Subjects covered will include the selection of materials, both traditional and high tech, and the construction and installation of components such as doors, drawers, bulkheads and trim. Prerequisite: BT 115 and GPA 2.0 or better

BT 185 Boat Repair and Restoration 3 CR. HR.
Students will be instructed in the repair and restoration of both wood and composite boats. Many of the skills learned in Hull Survey will be applied. The actual projects will vary according to our inventory of boats and the work to be done. Prerequisite: BT 115 and BT 164

BT 186 Marine Engine Installation 1 CR. HR.
This course will cover installation of common propulsion/drive train configurations. Students will get an overview of proper service and basic maintenance of the above. This is a lab-orientated course designed to provide hands-on experience through actual engine/drive train installation using live projects or mock-ups.

BT 190 Principles of Small Craft Design 3 CR. HR.
This course is designed to provide the participant an overview of the considerations and parameters of small craft design. The instructor will cover many aspects and draw examples to illustrate good design principles.

BT 200 Marine Drive Train Selection 2 CR. HR.
Students will determine powering needs, interpret propulsion specifications, select and locate propellers, shafts, bearings and related mechanical systems. Emphasis is on ABYC standards.

BT 201 Marine Painting 2 CR. HR.
This introductory course will cover surface preparation of wood and fiberglass surfaces on boats above and below the waterline. Application of primers, top coats, varnishes and bottom paints will be covered. Adhesives and abrasives will be discussed as well as sealants used in the marine industry.

BT 202 Marine Rigging 3 CR. HR.
This course is designed to provide the participant an overview of marine rigging for sail and other craft, it includes stepping and un-stepping masts and inspection and attachment of mechanical fittings and lines.

BT 210 Composite Technology 3 CR. HR.
The student will be introduced to modern composite technologies. Subject areas will include the fundamentals of polymer resins, cores and laminates; mold making and various construction techniques to include vacuum bagging. Projects will include the construction of laminates and the testing of their properties. Prerequisite: BT 150 and GPA 2.0 or better

BT 212 Advanced Marine Drafting 3 CR. HR.
Subjects covered include advanced lines interpretation, physical support, hull types, speed/length ratios, sail and prop theory, drawing outboard profiles, accommodations and sail plans. Prerequisite: BT 210 and GPA 2.0 or better

BT 213 CAD Rhino 3 CR. HR.
This course is designed to provide the participant an overview of marine drafting in the CAD environment. Emphasis will be placed on 2 and 3-dimention drawings. Each student will develop plans for a boat which could be built.

BT 220 Composite Construction 5 CR. HR.
This course covers advanced shop skills including cold-mold boat construction. Solid and cored fiberglass boat construction techniques will be studied. Open mold and vacuum bag techniques will be used.

BT 230 Corrosion 1 CR. HR.

Lecture course with lab demonstration showing results of galvanic and stray current corrosion and how to protect against both. Bonding and lightning protection per ABYC standards are also covered.

BT 250 Marine Wiring 3 CR. HR.

This course is designed to provide the participant an overview of proper marine wiring including wire selection, looming, termination, fusing, and boat grounding circuits from voltage to electrical loads. Both AC and C circuits will be taught and covered by ABYC standards.

CA 210 Theater Performance 4 CR. HR.

In this course, the student explores the many techniques and talents that contribute to a theatrical performance. Voice, movement, scene study, lighting, set design and costuming are emphasized. All the aspects of performance are explored in workshop and class environments. Theater professionals who are currently working in the performing arts offer direction and instruction. The focus of this course will be on the entirety of production, from first reading to final performance.

CA 220 Theater Production 4 CR. HR.

In this course, the student is challenged to design a set, create a costume, run lights and be a part of the creativity of theatrical production. Behind the scenes will take center stage as the disciplines and techniques of technical theater are explored over the course of a summer theatrical season. Students are given the opportunity to experience the community of theater and take part in the creative efforts of a professional production staff in the production of a season of live theater.

CJ 101 Introduction to Justice and Public Safety 3 CR. HR.

This course introduces students to the social reality of crime, criminal behavior, and law as each of these relates to the criminal justice system. Students examine the role of law enforcement, prosecution, defense, court system, corrections, and juvenile justice at various levels. Students are challenged to expand both their knowledge and appreciation of the criminal justice system through arranged visits to courts, detention facilities and working law enforcement agencies.

CJ 215 Police Operations 3 CR. HR.

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. Prerequisites: CJ101

CJ 221 Criminalistics 3 CR. HR.

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. Prerequisites: CJ101

CJ 225 Criminal Procedure 3 CR. HR.

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 CR. HR.

This course introduces the major theories of crime causation developed over the past two centuries. Explores the scope and nature of the current crime problem in the United States. Examines the characteristics of specific criminal behavior such as violent crime, property crime, organized crime, white-collar crime, and public order crime. Additionally, the course focuses on breaking down myths and stereotypes students may have formed about crime, and has them critically examine their own beliefs about crime. Prerequisites: SY201, PY111

CJ 290 Psychology and the Legal System 3 CR. HR.

Students will explore the movement of criminal defendants through the legal system in light of various clinical necessities, including but not limited to: Competencies to offer testimony, as well as to be sentenced and excused; jury selection; and the identification and evaluation of criminal suspects. Additionally, emphasis will be placed upon the psychology of victimization. Pre-requisite: CJ101, CJ225 and PY111

CJ 301 Critical Skills 3 CR. HR.

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. Prerequisites: CJ101, CJ215

CJ 302 Advanced Critical Skills 3 CR. HR.

This course is intended as a continuation of the psychological and physical applications of critical skills (police physical restraint and control). Through a series of steps, the student will reinforce the basics, enhance the flow of technique and finally though situational training strengthen and secure psychological and physical technique to specific calls and events. The focus on practical skills will be reviewed within the context of the use of force continuum ranging from verbal redirection to deadly force. Pre-requisite: CJ301 or by permission

CJ 305 Motor Vehicle Law 3 CR. HR.

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 an 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. Prerequisites: PL200

CJ 307 Community Policing 3 CR. HR.

This course is intended to introduce and review the basic principles of community policing strategies in contemporary society. The importance of enhanced law enforcement-community relationships will be discussed in relation to the benefits to the citizenry as well as enhanced relations with community stakeholders such as schools, businesses and religious institutions. Specifically, the student will be expected to gain an appreciation of the police officer as a community member who works collaboratively with private citizens to analyze, evaluate and respond to crime. This focus on cooperative problem-solving will be further explored in regard to how strategic partnerships between law enforcement and the community can positively impact criminal acts, fear of crime and social disorder. Prerequisites: CJ215

CJ 309 Constitutional Law 3 CR. HR.

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. Prerequisites: CJ225

CJ 310 Modern Penology and Corrections 3 CR. HR.

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. Prerequisites: CJ101

CJ 315 Juvenile Justice 3 CR. HR.

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. Prerequisites: CJ101

CJ 330 Ethics in Criminal Justice 3 CR. HR.

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. Prerequisites: CJ101

CJ 335 Report Writing and Testifying 3 CR. HR.

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. Pre-requisite: CJ101, CJ225 and PL200

CJ 337 Interviewing and Interrogation 3 CR. HR.

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. Prerequisites: CJ101, CJ225 and PL200

CJ 341 Investigations 3 CR. HR.

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. Prerequisites: CJ101

CJ 342 Portfolio Assessment 0 CR. HR.

This course is used to recognize prior work and educational experience translatable through a portfolio preparation process for college credit. The standardized process identifies those areas where the student's learnings are adequate and where additional learnings are needed. Learnings documented in the portfolio are measurable, both theoretical and applied, and generalized for future applicability. Students who have acquired a minimum of two year's of professional work experience within a criminal justice agency are eligible to seek award of college credits. Eligible individuals may choose a maximum of five courses within an Associate Degree program and ten courses within a Bachelor's Degree program which seem to equate to work responsibilities and corollary learnings. Prerequisites: Permission Required.

CJ 345 Comparative Criminal Justice 3 CR. HR.

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. Prerequisites: CJ101, CJ225 and HY201

CJ 401 Civil Liability in Law Enforcement 3 CR. HR.

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. Prerequisites: CJ101

CJ 403 Domestic Violence Law 3 CR. HR.

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. Prerequisites: CJ101 or PL100

CJ 404 Cults 3 CR. HR.

This course is intended to introduce and explore the structure and psychology of totalistic cultic organizations. Students will examine the key differences between conventional religious movements, splinter sects and cults to better understand the differences among varied faith-based organizations. Cults will be viewed both from historical and contemporary viewpoints in regard to recruiting practices, thought reform and control, personal and social consequences of cult membership, and the unique challenges that such groups pose for law enforcement. Additionally, students will review the clinical precursors which may predispose an individual to cultic persuasion and indoctrination, as well as the psychological consequences of membership. The course will rely heavily upon a detailed case study format which will scrutinize selected cult leaders/groups and allow students to apply theoretical knowledge to particular historical events and figures. Prerequisites: PY332

CJ 405 Crime and Literature 3 CR. HR.

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. Prerequisites: EH200

CJ 406 Victimology 3 CR. HR.

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. Prerequisites: CJ235

CJ 407 Advanced Community Policing 3 CR. HR.

In this practicum based course, students will establish partnerships with relevant community members to identify problems related to the incidence of crime and social disorder. Students will engage in a collaborative problem solving exercise which will illustrate the enhanced ability of communities to prevent crime and disorder through cooperative and reciprocal relationships between police and citizens. Pre-requisite: CJ307 and by permission

CJ 408 Serial Homicide 3 CR. HR.

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: PY 332

CJ 409 Criminal Profiling 3 CR. HR.

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: PY 332

CJ 410 Criminal Justice Internship Variable 3 -15 CR. HR.

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. Prerequisites: CJ225, and PL200

CJ 435 Management and Criminal Justice 3 CR. HR.

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. Prerequisites: CJ215

CJ 445 Advanced Criminal Procedure 3 CR. HR.

In this course, the student studies the legal doctrines and principles that guide American courts and other professionals in the administration of law enforcement and the criminal justice system. Focusing on Fourth, Fifth, and Sixth Amendment law, students are expected to understand how rights guaranteed under these affect the prevention, detection, investigation, and prosecution of crime. Emphasis is placed on the law of arrest, search and seizure, admissions and confessions, and pretrial identification. Prerequisites: CJ225, PL200

CJ 490 Forensic Psychology 3 CR. HR.

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. Prerequisites: PY 332 and College Level=Junior or Senior

CJ 496 Concepts and Issues in CJ 3 CR. HR.

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. Prerequisites: College Level = Junior or Senior and BSCJ or BSCJ/PY major

CJ 498 Basic Law Enforcement Training 15 CR. HR.

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. Prerequisites: Permission Required.

CJ 499 Topic/ Variable 1 -6 CR. HR.

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: College Level = Junior or Senior

CJ 701 Justice Administration and Information Systems 3 CR. HR.

This course will include the examination of contemporary law enforcement organizations and the issues police and other public service managers confront every day. The course will focus on case study analysis as a method of learning the latest management and behavioral theories. The five approaches to management that will be emphasized include: commitment to a common purpose; concern for high-quality public services; empowerment and shared leadership; pragmatic incrementalism; and dedication to public service.

CJ 703 Labor and Employment Law 3 CR. HR.

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 CR. HR.

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 his 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 CR. HR.
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 CR. HR.
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 Variable: 3 - 6 CR. HR.
This course is designed for students who desire to obtain on-the-job experience in the criminal justice profession who have not previously been employed in the internship locale. The nature of the work and the location of the internship must be approved by the student's advisor. Included in the experience and pre-counseling, on-site supervision, periodic summary and evaluation reporting, supplemental reading, pertinent research or practical work-related projects, and presentation of projects. Prerequisite: Instructor Permission

CJ 711 White Collar Crime 3 CR. HR.
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, consumers and citizens.

CJ 713 Psychology and the Legal Environment 3 CR. HR.
This course is intended to introduce and review the basic theoretical and practical applications of forensic psychology in our society. Specifically, issues related to the use of psychological research and knowledge in legal environments will be presented to allow the student to appreciate the unique interaction between psychology and the law. Concepts will range from the analysis of competency and insanity to the use of criminal profiling, risk assessments of violent behavior, and psychopathology. Considerable attention will be allotted to an investigation of Victimology concerns stemming from sexual assault of children and adults, as well as domestic violence. Students will gain an in-depth understanding of each core topic as well as an appreciation for how each contributes to the broader domain of the legal system.

CJ 715 Corporate Security 3 CR. HR.
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 799 Topic/ Variable 3 -6 CR. HR.
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.

EC 201 Microeconomics 3 CR. HR.
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.

EC 202 Macroeconomics 3 CR. HR.
This is an introduction to macroeconomics in the American economy: national income accounts, unemployment, inflation, government fiscal policy, monetary policy and economic growth.

EC 321 Managerial Economics 3 CR. HR.
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. Prerequisites: EC201 and EC 202

EC 499 Topic/ Variable 1 -3 CR. HR.
Selected topics in economics are considered in a small study group. Departmental permission is required.

ED 201 Philosophical Foundations of Education 3 CR. HR.
An integral component for all education majors, this course is designed to provide a basic understanding of the rewarding, yet challenging, teaching profession. Students broadly explore an overview of the educational field and its philosophical, political, legal, and social foundations. Current issues impacting education in a changing society will be examined. Coursework is intended to stimulate thoughtful reflection as students use information to develop their own beliefs concerning educational issues. Students will complete their first 30 hour clinical as part of this course.

ED 202 Methods of Teaching Outdoor and Adventure Education 3 CR. HR.
Provides an opportunity to learn and utilize necessary skills for camping and outdoor recreation. Explores necessary equipment, orientation skills, basic first aid techniques, wilderness safety, wilderness survival, and environmental care. Course concepts are applied to physical education instruction.

ED 208 Skills Activities 3 CR. HR.
This course explores the application of learning and performance of motor skills in a variety of activities. Dance, racquet sports, aquatics and track/field will be participatory and allow students to gain experiential opportunities with instruction, drill progression, strategies, equipment and faculty preparation and reflection. Instructor and peer feedback will enhance the class and allow tactical decision making competencies.

ED 210 Technology in Education 3 CR. HR.
An introductory course surveying the history and structure of the field of instructional technology, with an emphasis on integrating as an educational tool. Students will experience creative skills and confidence necessary to use mainstream and emerging hardware and software available in most school settings.

ED 213 Curriculum and Evaluation in Physical Education 3 CR. HR.
This course is designed to introduce health education and physical education majors to curriculum content, design, and policy. Students acquire skills in how to create, design, organize and implement movement skills

and health curricula. Curricula are examined to familiarize students with grade level of competency. Teacher preparation students must incorporate curricula mapping in accordance with Maine Learning Results.

ED 215 Teaching Elementary Health Education 3 CR. HR.
This course covers the foundation for healthy habits and active lifestyles which are introduced and reinforced during the K-8 experience. Topics that build both self-esteem and character, along with experiential health and physical activities will be examined. The American Association for Health Education and the Maine Learning Results will be used in conjunction with curriculum guides as students design lessons and units in health education.

ED 222 Personal Health and Fitness 3 CR. HR.
This is a 3-credit course designed to introduce the physical education student to a core of competencies to employ at the K-12 teaching levels. Several health topics will be covered including personal fitness, mental health, stress management, drug abuse and addiction, alcohol, nutrition and diet, tobacco, cardiovascular disease, cancer, infectious diseases, and the dying and death process.

ED 230 Children's Literature 3 CR. HR.
This course is designed to prepare teachers to identify high-quality, appropriate children's books for their classroom instruction. Students analyze classical and contemporary children's books, creating a traditional or electronic catalog with a synopsis of each book for future reference. Creative ways of presenting themes in children's literature will be discussed. Students learn to effectively share literature and read it aloud to children. A primary goal is to stimulate an appreciation for the spectrum of children's literature used to enhance instruction across the curriculum. Prerequisites: Permission Required.

ED 232 Teaching Writing in the Schools 3 CR. HR.
As part of the integrated program in elementary education, participants will practice and model practices that can be used effectively in the classroom and that draw upon research and literature on the writing process of children. They will have instruction in the writing process approach, conduct conferences that address writers' needs and interests, and present focused lessons that address a range of topics from crafting to editing. Participants will explore curriculum development and assessment and learn to teach elements of genre through the examination of exemplars in children's literature. Among the outcomes of the course participants are a literature review, two pieces in different genres including argument, and an expository piece in the form of a nonfiction book.

ED 240 History and Philosophy of Physical Education 3 CR. HR.
This course is designed to provide students with a philosophical and historical foundation of physical education and health education programming.

ED 243 Team Sports/Technology and Strategies 3 CR. HR.
This is a three credit course designed to introduce various team sports, lead-up games and recreational games. Students will have direct involvement in instruction of the activities and the planning for instruction through the employment of the sport education model of learning. The Maine Learning Results and Performance Indicators will be required for all sport activities K-12.

ED 244 Individual Sports and Lifetime Activities 3 CR. HR.

This is a three-credit course designed to present individual sports with progressive lead-up games and strategies. Individual activities for lifetime participation would also be emphasized. Prospective physical educators (students) will be actively involved in instructions through employment of the sport education model of learning. The Maine Learning Results and Performance Indicators will be included in order to conform with State Teacher Certification.

ED302 Adapted Physical Education 3 CR. HR.

An exploratory course that integrates the curriculum with the lifespan approach encompassing developmentally-appropriate and inclusive activities. The health and wellness of all individuals will be promoted regardless of differences in age, coordination, concept understanding, attention span, or behavioral challenges. The focus will be on students with unique needs.

ED 308 Methods in Language Arts 3 CR. HR.

This course, integrated with the other literacy courses in the elementary education program, introduces students to the instructional techniques of the interrelated language arts components appropriate for K-8 classroom. These practices include listening, talking, reading, writing, viewing, and representing. Students will survey methods of informal assessments, apply methods and approaches to teaching other content areas, practice the writers' workshop, integrate the Maine Learning Results 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.

ED 309 Classroom Management 3 CR. HR.

This course is designed to explore classroom management practices in educational settings. The course is taken concurrently with an education practicum so students will be able to observe and implement the techniques of practicing teachers in the areas of behavior modification, social skills training, and classroom management structures.

ED 310 Educational Practicum I 1 CR. HR.

Works toward the program requirement of completing three 1-credit hour education practicum courses during the junior or senior years. Students spend 30 hours in regional schools. Under the direction of the practicing teachers, students may occasionally receive teaching assignments, for which lesson plans are produced. This course is taken by elementary education majors concurrently with ED 309 and by physical education majors with ED 212.

ED 314 Assessment Practices 3 CR. HR.

Presents comprehensive and balanced coverage of all aspects of assessment relevant to classroom teachers. Students learn to construct and use various methods of assessment including paper-and-pencil, alternative and standardized assessments, analysis objectives, use grading systems, and judge assessment quality.

ED 315 Methods in Reading 3 CR. HR.

This course integrates different perspectives on reading instruction in K-8 classrooms 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, practice research-based methods that address different aspects of reading and different content areas.

In their practice they create and practice 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 into their practice and address the professional standards of certification. Outcomes for the course include a portfolio of methods, approaches, and lessons in reading.

ED 316 Methods in Science 3 CR. HR.
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 reference. With a constructivist approach in mind, techniques for assessing student inquiry processes are explored. Students also learn ways to use instructional and design technology to enhance lessons.

ED 317 Methods in Secondary Science 3 CR. HR.
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 middle school and high school teacher of science. Concentrating on practical application rather than theoretical implications, students will refine and add to their repertoire of teaching strategies. Students will be engaged in the direct completion of project-based learning in the form of laboratory experiences, lesson building and cooperative tasks. ED 331

ED 318 Teaching Students with Special Needs 3 CR. HR.
This course is designed to provide Career and Technical Education (CTE) teachers, educational technicians and teachers-in-training the necessary skills to develop learning environments where all special needs students can be successful. It is built upon the foundations of current legislation, appropriate curricula, assessment modifications and individualized instruction using successful teaching strategies to provide improved levels of success for students with special needs.

ED 319 Methods in Secondary English 3 CR. HR.
IN this course students will learn how to teach reading and writing genres with secondary students. Students will explore strategies and processes in the English Language Arts while connecting it to literacy across the curriculum that are part of teaching. Students will also explore strategies and processes in the English Language Arts while connecting it to literacy across the curriculum that are part of teaching. Students will also cover elements of literacy in 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. Prerequisite: ED 331

ED 320 Education Practicum II 1 CR. HR.
Works toward the program requirement of completing three 1-credit hour education practicum courses during the junior or senior years. Students spend 30 hours in regional schools. Under the direction of the practicing teachers, students may occasionally receive teaching assignments, for which lesson plans are produced. Elementary education majors take this course concurrently with ED 232 and physical education majors with ED 446. Prerequisites: ED310

ED 321 Educating Exceptional Students 3 CR. HR.
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 325 Brain Gym 3 CR. HR.
This course provides an introduction to educational kinesiology and an overview of Brian Gym movements. Students will also learn a multi-step implementation process for increasing concentration, participation and problem solving in the classroom. The highly interactive course design encourages the integration of Brain Gym techniques throughout the learning process.

ED 330 Abuse and Prevention 3 CR. HR.
This course examines the theory and instruction practices of Health Education, as well as sources of current and relevant data. Substance Abuse and Prevention are important topics for K-12 education, university populations and the broader community.

ED 331 Curriculum and Instruction for Elementary Education 3 CR. HR.
A general methods course designed to provide a broad-based understanding to students in the Elementary Education program. Describes curricular content, development, and methods of instruction intended to illustrate an integrated approach. This is a prerequisite course to all methods courses in the Elementary Education program and can be completed with other methods courses or as approved by an advisor.

ED 350 Teaching Secondary Health Education 3 CR. HR.
This course will model secondary health education teaching methods and strategies that include collaboration, role playing, experiential learning and creative projects. Skills that can build self esteem and assist in the health decision making process will be examined and practiced in conjunction with developing lesson plans and using health education curriculum guides and materials.

ED 352 Emerging Trends in Career and Technical Education 3 CR. HR.
This course is designed to provide the participant an overview of the current events, issues and policies aligned to Career and Technical Education (CTE) from a National, regional and local perspective. The design of the course will ask students to be reflective about their school, classroom, and personal challenges regarding their involvement in career and technical education.

ED 380 Curriculum Based Instruction for the CTE Classroom and Shop 3 CR. HR.
This course will focus on brain-based learning, strategies to develop student skills as readers, writers and thinkers, Quadrant D lesson planning, gradual release of responsibility model and questioning techniques.

ED 381 Introduction to Effective Classroom Management 3 CR. HR.
This course is designed to provide the participant an overview of current events, issues, and policies aligned to Career and Technical Education (CTE) from a National, regional, and local perspective. The design of the course will ask students to be reflective about their school, classroom, and personal challenges regarding their involvement in Career and Technical Education.

ED 382 Introduction to CTE Classroom Teaching 3 CR.HR.

This course is designed to provide the participant an overview of current events, issues, and policies aligned to Career and Technical Education (CTE) from a National, regional, and local perspective. The design of the course will ask students to be reflective about their school, classroom, and personal challenges regarding their involvement in Career and Technical Education.

ED 383 E-Portfolio for Teachers 3 CR. HR.

This course is designed to provide the participant an overview of current events, issues, and policies aligned to Career and Technical Education (CTE) from a National, regional, and local perspective. The design of the course will ask students to be reflective about their school, classroom, and personal challenges regarding their involvement in Career and Technical Education.

ED 389 Educational Psychology 3 CR. HR.

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 and 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. Prerequisites: PY111

ED 409 Methods in Mathematics 3 CR. HR.

Introduces mathematic concepts and problem solving strategies along with real-world applications. Methods emphasize an active learning process in which children engage in guided discovery and problem solving opportunities. Teachers learn to coach youngsters to reflect on their process to clarify ideas for themselves and to share their thoughts with others. Models of engaged learning scenarios will be developed and discussed.

ED 410 Assessment in Physical Education 3 CR. HR.

Students gain skills using assessments within physical education and health education content. Tools for assessing the levels of competency are utilized at each elementary and secondary grade level. Teacher preparation students will apply these assessment tools to current programs, using guidelines in the Maine Learning Results.

ED 411 CTE Assessment I 3 CR. HR.

This course will provide an introduction to the use of formative, summative and diagnostic assessments. Specific topics will include the appropriate use and design of certification tests as well as reading and math assessments.

ED 415 Methods in Social Studies 3 CR. HR.

Designed to familiarize students with the application of various instructional techniques and assessment strategies. Students will understand and use state and national guidelines while planning lessons and units. An array of resources will accumulate for use in the classroom. Students practice presenting lessons in front of their peers and create a complete social studies unit for adaptation in the elementary classroom.

ED 419 Mentoring Children and Youth 3 CR. HR.
Through experience in this course, students will develop a mentoring relationship with either an elementary or middle school student. Mentoring can be an intense process where a positive, adult role model is matched with a youngster who needs assistance with academic efforts and social/behavior issues. This course will provide insight to many issues that surround a youngster's life. Issues and topics on poverty and education, cross-cultural competencies, tutoring skills, goal setting and violence in schools and society will be addressed.

ED 420 Physical Activity Programming in Youth Development 3 CR. HR.
This class will provide a philosophical and practical base for working in youth development programs. This class will discuss the history of youth development programming, the current trends in youth development and the role of physical activity as a tool to better serve youth. This class will focus on programs that serve youth through physical activity, with special emphasis on goals of personal and social responsibility.

ED 421 Evaluating Youth Development Programs 3 CR. HR.
Students will become aware of various models for evaluating youth development programs, and become familiar with the rationale and various assumptions for evaluating youth development programs. Students will also understand the various data sources for evaluating youth development programs, and be knowledgeable of the various ways to analyze, interpret, and disseminate data collected in the evaluation process.

ED 422 Internship in Youth Development 3 CR. HR.
This class will provide a variety of field experiences in a community setting. This will provide students practical experience in working with staff, youngsters, parents who are connected to a community youth program (YMCA, YWCA, Boys and Girls Clubs, Municipal Recreation Departments, before and/or after-school programs). Students will achieve competencies in teaching, program design, implementation and evaluation, fund raising, and staff management in a community youth development program and greater awareness of cross cultural representation of students and staff that work and participate in youth development programs.

ED 430 Educational Practicum III 1 CR. HR.
Satisfies the program requirement of completing three 1-credit hour education practicum courses. Seniors spend 30 clock hours acting as teachers' aides in regional schools. Under the direction of the practicing teachers, students may occasionally receive teaching assignments, for which lesson plans are produced. Prerequisites: ED310, ED320

ED 440 Disease Prevention and Health Promotion 3 CR. HR.
This course will highlight the ways infectious and chronic diseases hinder wellness and the multiple factors that influence public health. Core competencies regarding disease prevention and health promotion will be examined, practiced and employed in health education programs. Students will build upon personal health, wellness skills, and global knowledge in designing and implementing a Health Promotion program.

ED 445 Comprehensive School Health 3 CR. HR.
This course will focus on the need for comprehensive school health education for students and society. Students will examine the role of the health educator as coordinator of the school health program. National

Health Standards will guide the curricula as students learn about policies, procedures and activities designed to promote K-12 healthy living.

ED 446 Elementary Physical Education Methods 3 CR. HR.
This course is designed to teach prospective physical education teachers the concepts necessary to become an effective teacher. The class will study classroom management, planning, teaching instruction, student feedback and assessment. Students will have the opportunity to practice planning and teaching techniques by conducting lessons to local preschoolers. Prerequisites: ED 212

ED 447 Secondary Physical Education Methods 3 CR. HR.
This course is designed to teach prospective physical education teachers the concepts necessary to become an effective teacher. The class will study classroom management, planning, teaching instruction, student feedback and assessment. Students will have the opportunity to practice planning and teaching techniques by conducting lessons during the attached practicum experience. Prerequisites: ED243

ED 450 Student Teaching/Seminar in Teaching 15 CR. HR.
This practical experience is divided into two parts, student teaching and seminar in teaching. Student teaching provides all education students with the opportunity to practice the art and science of teaching in a structured setting with guidance and supervision. Also provides students with appropriate feedback in curriculum organization, lesson plan development, assessment, and classroom management strategies. The Student Handbook's policies and procedures must be followed and honored during this time by students, preceptors, and college supervisors. The second part is the capstone experience. This experience affords students the opportunity for self-reflection and self-assessment of personal knowledge, skills and attitude in preparation for a teaching career. While completing student teaching assignments in schools, students accumulate a wealth of experience shared with peers in a supportive setting. Students are videotaped once during their student teaching placement. The course instructor and peers then provide appropriate feedback regarding curriculum organization, lesson planning, assessment, communication skills, and management strategies. The comprehensive portfolios are also carefully assessed and discussed. This section of the course embraces the thirteen guiding principles stated in the Student Handbook, the Maine Learning Results, and the ten Maine Standards for Results-based Initial Teacher Certification from the State Board of Education.

ED 499 Topic/ Variable 1 -3 CR. HR.
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 701 Introduction to School Guidance Counseling 3 CR. HR.
This course will survey the philosophy, objectives, principles and practices of comprehensive developmental school guidance programs at the K-12 level. The course will also cover the Maine Learning Results as they related to career preparation benchmarks.

ED 705 The Changing Role of the School Counselor 3 CR. HR.
This course will review the historical and philosophical bases for school counseling programs, explore traditional roles for the school counselor, and examine the ethical and legal responsibilities of school guidance

counselors. Focus will be given to recent applications of contemporary theories in educational settings as well as the role of the counselor in assisting students with post-secondary planning.

ED 710 Practices in Counseling Young Children and Adolescents 3 CR. HR.
Students will explore the implications of child development for counseling interventions. Participants will review counseling theory and explore developmentally appropriate counseling techniques. The course will also address the physical, emotional and social development of children and adolescents and examine the relationship between development and counseling needs. Emphasis will be given to working with parents and other family members.

ED 750 Field Experience in School Counseling 3 CR. HR.
The field experience will prepare counselor trainees to be effective school counselors and assist them in acquiring school-based experience needed for Maine State Certification. Field placements will promote the application of theory at each school level. A minimum of 15 hours of program coursework is required prior to the field experience.

ED 760 Internship in School Counseling 1 CR. HR.
This supervised experience in school counseling includes both field work and class instruction. Students will spend a minimum of 300 hours over the course of two consecutive semesters engaged in counseling, consultation, and program development activities under the direct supervision of practicing school counselors. A minimum of 27 hours is required, including all school counseling courses. Prerequisites: ED 701, ED 705, ED 710 and ED 750

EH 091 Writing Workshop 3 CR. HR.
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 092 Writing Workshop for International Students 3 CR. HR.
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 103 Rhetoric and Composition I Studio 1 CR. HR.
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 CR. HR.
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.) Prerequisites: EH123, EH103

EH 111 College Writing 3 CR. HR.
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 121 Speech 3 CR. HR.
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.

EH 123 Rhetoric and Composition I 3 CR. HR.
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 CR. HR.
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. Prerequisites: EH123

EH 200 Approaches to Literature 3 CR. HR.
This course, building upon EH 111, introduces students to the study of literature and the fundamental of literary research. Students explore fiction, poetry, and drama from both the western and non-western worlds. The creative process is explored through reading, discussion, research and writing. Additionally, the key themes of power, identity, justice and adaptation are explored in relation literature. Prerequisites: EH 111 or EH 123 and EH124

EH 221 Business Communications 3 CR. HR.
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. Prerequisites: EH200

EH 229 Introduction to Poetry 3 CR. HR.
This course provides a critical exploration into the sound and sense of verse in English, from is traditional forms (e.g. the sonnet, villanelle and sestina) to more recent styles (e.g. free verse, experimental and avant-garde poetry). Special attention to the devices of meter, rhyme, rhetoric and wordplay will enhance students' understanding of the complementary relationship between poetic content (what a poem says) and form (how it is said). Prerequisites: EH 200

EH 230 Introduction to the Short Story 3 CR. HR.
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. Prerequisites: EH 200

EH 232 Introduction to Drama/Play Production 3 CR. HR.
This course examines dramatic writing and performance as a vehicle of cultural communication from the ancient world to the present day. Topics studied include forms and definitions of drama, history of play production, staging and criticism. Prerequisites: EH200

EH 233 Introduction to the Novel 3 CR. HR.
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. Prerequisites: EH200

EH 234 American Literature I 3 CR. HR.
This course presents a survey of American writing from the Colonial period to the Civil War with focus on the intellectual movements and literary output of Puritanism, Native American literature, Romanticism, the Transcendentalists and slavery narratives. Specific topics and texts may vary according to instructor and student preference and may include such writers as Bradford, Bradstreet, Edwards, Hawthorne, Emerson, Melville, Thoreau and Douglas. Prerequisites: EH200

EH 235 American Literature II 3 CR. HR.
This course presents an overview of American Literature from the end of the Civil War to 1945. It may include authors and works from the Gilded Age, Progressivism, World War I, the Expatriates, the Jazz Age and the Harlem Renaissance. The course studies the role of literature to express and influence social, economic, and cultural realities of the United States. Specific topics and texts vary according to instructor and student preference and may include Twain, Bierce, Dickinson and Whitman. Prerequisites: EH200

EH 241 Major British Writers 3 CR. HR.
This course provides a study of canonical authors and works of the British Isles from medieval times to the modern era. Depending on instructor and student preference, texts and authors may include Beowulf, Chaucer, Langland, Malory, Donny, Shakespeare, Milton, Swift, Austen, Wordsworth, the Brontes, Tennyson, Arnold, Conrad and Woolf. Prerequisites: EH200

EH 242 British Literature II 3 CR. HR.
This course surveys British literature from 1660 to the present. It will combine historical, cultural, and linguistic approaches in the study of various literary genres, considering along the way what shapes definitions of language, tradition, nation, and literature. Readings, class discussions, research and writing assignments aim to give students a broad look at a number of canonical writers, intellectual movements, and influential changes that have accompanied the development of British writing since the Restoration. The course is intended for majors and non-majors alike. Prerequisites: EH200

EH 251 World Literature I 3 CR. HR.
This course surveys significant writings in Eastern and Western tradition, from ancient Babylonian civilization to the English Restoration. Selected texts depend on instructor and student interest and may include Gilgamesh, Greco-Roman mythology, Homer's Odyssey, the Old and New Testaments, Indian epic, Dante's Divine Comedy and Japanese haiku. Prerequisites: EH200

EH 252 World Literature II 3 CR. HR.
The second of two world literature surveys, this course concentrates on literary works from the English Restoration to the modern era. The primary goal for the course is to define the role of literature as it occurs through a wide range of social, cultural and geographical contexts. Selected texts depend on student and instructor interest and may include Voltaire, Borges, Mahfouz, Tagore, Mishima, Garcia Marquez and Achebe. Prerequisites: EH200

EH 275 Creative Writing Workshop 3 CR. HR.
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. Prerequisites: EH200

EH 299 Topic/ 3 CR. HR.
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. Prerequisites: EH200

EH 300 Literacies in American Society 3 CR. HR.
This course will investigate literacy from 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. Prerequisites: EH123 and EH124

EH 301 The Modern Novel 3 CR. HR.
This course examines the novel as it develops in western and European culture from about 1800 through the present. Students will read approximately eight to ten novels per semester from a variety of cultural and

historical periods. Students will become acquainted with the relevant historiographical sources, theory and issues pertaining to the period and write a variety of short papers for this course. Prerequisites: EH200

EH 302 The Nature of Language 3 CR. HR.
This survey course will introduce students to the study of the nature of human language. During the course, students will be exposed to the origins of human language, myths about language, language principals, 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. Prerequisites: EH200

EH 303 Canadian Literature 3 CR. HR.
This course will focus on the major thematic concerns that have shaped Canadian literature from the pre-Confederation era to the present day. Literary examples will be drawn from works concerned with ethnicity, colonization, the wilderness, identity formation and the Francophone/Anglophone divide. Primary attention will be given to texts focusing on the world of work as it has been envisioned by Canadians. Selected poetry and prose from diverse, canonical authors such as Frances Brooke, Susanna Moodie, Isabella Valancy Crawford, Charles Sangster, John Richardson, Joy Kogawa, Alice Munroe, Margaret Atwood, David Adams Richard and Yann Martel will be examined. Prerequisites: EH200

EH 311 Topics in Professional Communication 3 CR. HR.
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. Prerequisites: EH200

EH 312 Film as Literature 3 CR. HR.
This course is intended as an introduction to film studies course. Students will learn to read film by analyzing structure, narrative form, diegetic and nion-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. The course will stress writing about film through scene analysis papers, journals and midterm and final essays. A formal presentation is also required. Prerequisites: EH200

EH 322 Group Leadership and Conference Techniques 3 CR. HR.
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. Prerequisites: EH121, EH221

EH 323 Advanced Business Communications 3 CR. HR.
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. Prerequisites: EH221

EH 352 Advanced Writing Internship 3 CR. HR.

This course is designed to combine training for writing tutors with practical experience in the Writing Center. Students will study rhetoric and composition theory and explore issues that interfere with successful student writing, both their own and that of others. Acquired knowledge will be applied in both classroom role-playing situations and actual tutorial experiences in the Writing Center. Emphasis will be on preparing students for possible future roles as peer tutors in the Writing Center. Prerequisites: EH112

EH 411 Seminar in Literature 3 CR. HR.

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. Prerequisites: EH200

EH 499 Topic/ 3 CR. HR.

This course is designed 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 on the interests of students and faculty. Prerequisites: EH 200

FA 110 Photography 3 CR. HR.

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 photographer's eye (visual skills), and using settings, light, lenses and filters creatively constitute the art of photography. Students will be instructed on the theories of photography and then will apply the theories in their own creative work. On an ongoing basis, students will critique their own work and the work of others to improve their skills.

FA 113 The Art of Cartooning 3 CR. HR.

Introduces the fundamentals of cartooning, caricature portraits and story telling through fundamental art principles. This class will explore cartooning presentations with various media: pencils, markers and pen and ink.

FA 115 2d-Design 3 CR. HR.

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 CR. HR.

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. Prerequisite: FA 120

FA 130/ 131/ 132 Husson Pep Band 1 CR. HR.

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 205 Painting I 3 CR. HR.

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 CR. HR.

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. Prerequisite: FA 120

GR 708 Managing Change 3 CR. HR.

Managing Change 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. Then it 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.

GR 710 Human Resource Management 3 CR. HR.

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.

GR 716 Management Communications 3 CR. HR.

This is an advanced communications course that builds upon a student's experience and prior undergraduate course work in writing and oral communications. Topics include: advanced business writing, use of visual materials, selection of secondary sources of information, report preparation, and presentations to small and large groups.

GR 718 Research Methods in Business and Education 3 CR. HR.

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).

GR 724 Leadership in Business and Professions 3 CR. HR.

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.

GR 726 Organizational Policy and Strategy 3 CR. HR.

This is a capstone for other business-related courses. It is designed to acquaint the student with types of managerial decisions, the basis for making them and ways to avoid stereotyped decisions. Students have an opportunity to practice decision-making through the use of case studies and simulations, and whenever

possible, through participation in actual decision-making situations. An understanding of elementary statistics, managerial accounting, and managerial economics is advisable before the student participates in the course. Prerequisites: Permission Required.

GR 728 Corporate Strategy and Public Policy 3 CR. HR.
This course is designed to develop in the student an understanding of the corporation's position in the dynamics of the political system and to increase his or her capacity to deal effectively with public policy initiatives impinging on business. The course examines the roots of public perception of business, reviews the nature of policy-making in the public sector, and explores methods of influencing public opinion and intervening in the public policy process. Readings are drawn from classical and current literature on the subject, and case studies are used to demonstrate management responses to public policy developments.

GR 730 Financial Management 3 CR. HR.
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. Prerequisites: GR740

GR 732 Marketing Management 3 CR. HR.
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.

GR 734 Production Management 3 CR. HR.
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.

GR 735 Management in the Service Sector 3 CR. HR.
This course explores issues and problems specific to the management of organizations which design, produce and deliver services rather than manufactured products. The course focuses in particular on the service concept or vision, the development of operating strategies, delivery systems, quality control processes, and the role of services in the larger economy. Particular attention is paid to the integration of marketing, operations and human resource management in service firms. Additional topics include: achieving customer satisfaction, the role of information in services, and organization and motivation for work in service firms.

GR 736 Business Law 3 CR. HR.
This course examines the Uniform Commercial Code which forms the basis of the legal framework within which the formal business organization must operate. Topics include: sales contracts, partnerships, corporations, and law governing the sale of personal property.

GR 738 Managerial Economics 3 CR. HR.
This course begins with a comprehensive overview of micro- and macroeconomic concepts with the aim of developing within students a picture of how business and nonprofit organizations relate to the economy as a whole. The course then focuses on practical applications of economic analysis to problems of concern to managers. Case studies and projects are used to demonstrate the methods used to determine economic feasibility and cost-effectiveness of products, services, and programs.

GR 740 Managerial Accounting 3 CR. HR.
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, working capital, cost planning and control, break-even analysis, and capital budgeting.

GR 742 Accounting in Planning, Budgeting and Control 3 CR. HR.
This course examines the role of accounting in the planning, budgeting, and control process of a business or nonprofit organization. Various types of budgets are discussed, including line-item and program budgets. The integration of budgeting with planning and control functions is emphasized. Case studies are used to provide the opportunity to apply these tools to managerial problems. Prerequisites: GR740

GR 744 Quantitative Decision Making 3 CR. HR.
This course presents important mathematical concepts and tools used by managers of business, education and nonprofit organizations. Topics include problem definition, linear programming, regression analysis, subjective probability, decision analysis, and Program Evaluation and Review Technique (PERT). Prerequisites: GR718

GR 746 Investment Analysis 3 CR. HR.
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. Prerequisites: GR740

GR 752 Current Issues in Business 3 CR. HR.
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.

GR 754 New Venture Planning and Management 3 CR. HR.
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. Prerequisites: GR740

GR 756 Health Care Management 3 CR. HR.
This course examines management problems and policy-making in the health care industry. Several areas are considered including: (1) functions of the health care manager, (2) types of health care delivery systems, (3) the administration of hospitals, (4) the financing of medical care, and (5) the role of government. Through

readings, lectures, discussions, and projects, students clarify their own role in the delivery of health services. The course regularly draws on experts in health planning and health care administration.

GR 757 Legal Environment of Health Care Management 3 CR. HR.
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.

GR 758 Health Care Economics 3 CR. HR.
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. Prerequisites: GR738

GR 759 Financial Management in Health Care Organizations 3 CR. HR.
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. Prerequisites: GR740

GR 761Nonprofit Sector: Volunteerism and Philanthropy in America 3 CR. HR.
This course examines the philosophical and legal foundations of the nonprofit sector. The course reviews the social, legal, and economic significance of nonprofit organizations in the larger economy and considers the relationship of the nonprofit sector with the public and private sectors. Board/staff relations, volunteer development and other issues specific to the management of nonprofit organizations are also addressed.

GR 763 Strategic Marketing for Nonprofit Organizations 3 CR. HR.
This course applies the concepts of marketing and strategy to the management of non-profit organizations. Through class lectures, discussion, case studies, and applied projects, students will build an understanding of the marketing process in the nonprofit environment in order to be able to design, implement, and evaluate an organization's approach to marketing and strategic positioning.

GR 765 Fundraising 3 CR. HR.
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.

GR 790 Independent Study Variable 3 - 6 CR. HR.
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.

GR 792 Professional Project 3 CR. HR.

The student, or group of students, in consultation with a faculty advisor, determines the nature and scope of the project to be undertaken. The project is essentially practical in nature and is usually related to the student's work experience. The plan for the project must be filed with the Graduate Committee. A maximum of six (6) credit hours may be earned.

GR 794 Business/Education Internship Variable 3 -6 CR. HR.

The internship is designed for the person who lacks recent work experience in business or education. It is on-the-job work in a special area of concentration. The nature of the work and the location of the internship must be approved by the student's advisor and the Graduate Committee. Included in the experience are precounseling, on-site supervision, periodic summary and evaluation reporting, supplemental reading, and pertinent research or practical work-related projects. A maximum of six (6) credit hours may be earned.

GR 795 Health Care Management Internship Variable 3 -6 CR. HR.

This internship is designed for individuals who lack experience in health care administration. The location of the internship and the nature of the work experience must be approved by the Graduate Dean and the Graduate Committee. Included in the internship are precounseling, on-site supervision, periodic summary and evaluation reporting, supplemental readings, and/or seminars, and pertinent research or work-related projects. A maximum of six (6) credit hours may be earned.

GR 796 Thesis 6 CR. HR.

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.

GR 799 Management Seminar 3 CR. HR.

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.

HA 101 Introduction to Hospitality Management 3 CR. HR.

This survey of the hospitality industry will cover history, current practices, future of the industry, restaurant/food service operations, hotel/motel management, travel/tourism, managing in the service industry, operations management and personnel leadership.

HA 102 Basic Hospitality Internship 3 CR. HR.

This internship is a college-supervised introduction to hospitality work experience at a participating industry property; course includes placement for a full summer. A journal and written assignments are required components of the internship experience (May-August). Prerequisites: HA101

HA 201 Food and Beverage Control Systems 3 CR. HR.

Theory and practice of foodservice operations management. Topics will include stages of planning and management of operation, food and beverage standards, and menu development. The course focuses on issues

of budgeting and revenue management, as well as food and beveral control systems, including purchasing, receiving, storing, and issuing.

HA 202 Facilities Management and Guest Services 3 CR. HR.
In-depth study of operations of food and rooms divisions. The course offers an overview of front office, housekeeping, maintenance, and security of lodging operations. Topics will also include hiring, staff development, quality services, and ethics. Prerequisites: HA101, HA201

HA 203 Intermediate Hospitality Internship 3 CR. HR.
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). Prerequisites: HA102

HA 299 Topic/ 3 CR. HR.
Selected topics of special interest to faculty and students.

HA 302 Hospitality Facilities Design and Maintenance 3 CR. HR.
The course will include topics on design, building and maintenance of room abnd food operations. Students will also plan and design a hospitality property.

HA 401 Hospitality Internship 6 CR. HR.
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 CR. HR.
This course provides an in depth analysis of selected case studies and trends affecting today's hospitality industry. It emphasizes teamwork, hospitality sensitivity, critical reasoning and integration of skills. Prerequisites: HA401

HA 403 Advanced Hospitality Internship 9 CR. HR.
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 and fall semester. Prerequisites: HA401 and College Level=Senior

HE 111 The Husson Experience 1 CR. HR.
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. The course is experiential in nature and all course activities are directed toward fostering the above two goals. 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.

HS 100 - Overview of Careers in Health Care 1 CR. HR.
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 1 CR. HR.
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.

HS121 Medical Terminology 3 CR. HR.
This course introduces students to the language used in describing and coding of clinical visits, medical procedures and on medical forms. The ability to understand complex medical terms will be gained by the analysis of prefixes, word roots and suffixes. Coding of diseases (ICD-9) and medical insurance language will also be emphasized.

HS 299 Special Topics Variable: 1 - 3 CR. HR.
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 on the interests of the students and faculty.

HS 301 Introduction to Public Health 3 CR. HR.
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 behavioral factors associated with health promotion and disease prevention and view different national programs and programs going on in Maine.

HS 311 Healthcare Management and Organization 3 CR. HR.
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 and nurses as well as other professionals and support staff will be highlighted. Theories of healthcare leadership will also be explored. Prerequisite: HS101

HS 401 Medical Databases 3 CR. HR.
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. Prerequisites: HS 121, MI 111 and MI 214

HS 411 Health Economies and Policy 3 CR. HR.
This course will introduce senior Health Care Studies students to beginning health care economies 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 developing idea for the future will also be analyzed and evaluated. Prerequisites: HS101 and HS311

HS 421 Health Care Studies Senior Experience 3 CR. HR.
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.

HS 499 Special Topics Variable: 1 - 6 CR. HR.
This course is intended to provide the opportunity to offer advanced courses in health care studies that would not normally be a part of the Husson curriculum. As such, the topics will depend upon the interests of students and faculty.

HU 100 Introduction to Humanities 3 CR. HR.
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 CR. HR.
This course examines the history of feature films from the silent era to the digital age with a special emphasis on those films and directors that are critically acclaimed as being the best of their era. Along the way, students will become acquainted with film theory and begin to see film as an international media despite Hollywood's prominence. Students will hone skills that pertain to the study of all humanities: critical thinking, solid interpretation, clear writing, and engaging conversation. Our guide in selecting films will be the lists published each decade by the British Film Institute (BFI) and the National Society of Film Critics. Fair warning: some of these films are rated R and contain scenes of sex and violence.

HU 111 American Sign Language I 3 CR. HR.
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 CR. HR.
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. Prerequisites: HU111

HU 201 The Great Religious Traditions 3 CR. HR.
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 203 Sounds Like Music 3 CR. HR.
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.

HU250 Religion in Film: How movies make us think about our faiths 3 CR. HR.
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/ Variable 1 -3 CR. HR.
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 CR. HR.
This is an introduction to a cross-cultural communication through the immersion and participation in the Greek culture. The classic Greek thought will be compared with contemporary Greek and Western thought on such issues as friendship, education, the view of women, identification of aesthetics and ethics, business labor and trades, the European Union, the state religion, law, the family, and other pertinent cultural aspects. Emphasis will be placed on the major events, institutions, ideas, and creative works that developed and continue to shape the western world.

HU 320 Modernism in Art, Music and Literature 3 CR. HR.
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.

HY 101 History of Western Civilization 3 CR. HR.
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 111 United States History I 3 CR. HR.
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 CR. HR.
Late nineteenth and early twentieth century social and economic history is examined against a background of the increased nationalism and the rapid industrialization accompanying and following the Civil War and Reconstruction Periods. The Agrarian revolt, the emergence of the country as a first-rate power, the Progressive movement, the New Deal and America's part in the two World Wars are emphasized.

HY 201 The World of Islam 3 CR. HR.
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 CR. HR.
Through this travel and learn 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 CR. HR.
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 and 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 CR. HR.
The course places in historical perspective the development, organization, and function of American national government. Emphasis is placed upon development of the United States Constitution, the governmental administrative system and the political socialization process essential to an understanding of the American political system.

HY 221 United States Social History 3 CR. HR.
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 301 The 20th Century 3 CR. HR.
This course is a global history of the modern world: the world of the present century. It will benefit students of International Trade and Foreign Commerce, and those generally interested in contemporary history. Prerequisite: EH112

HY 321 United States Military History I 3 CR. HR.
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 CR. HR.
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 CR. HR.
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 CR. HR.
This course focuses on the culture, history ancient and sacred traditions of the Passamaquoddy and other Maine tribes as taught by the Passamaquoddy people. This course serves to support educators in the implementation of LD 291.

HY 421 Development of American Business in the 20th Century 3 CR. HR.
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. Prerequisites: HY111, HY112

HY 499 Topic/ 3 CR. HR.
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.

IS 455 Independent Study Variable: 1 - 6 CR. HR.
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.

LF 111 French I 3 CR. HR.
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.

LS 111 Spanish I 3 CR. HR.
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 la idioma by reading, speaking, reading, and listening.

LS 112 Spanish II 3 CR. HR.
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. Prerequisites: LS111

MI 111 Introduction to Microcomputing 3 CR. HR.
The elements of hardware, software and the uses of the microcomputer in today's society. Hands-on experience includes word processing, spreadsheet, database management, and presentation software.

MI 131 Introduction to Information Systems 3 CR. HR.
Course surveys the historical, social and technological contexts of modern computing and computer science. Students are exposed to material through lectures and a number of online lab activities.

MI 132 Introduction to Web Design 3 CR. HR.
Students construct web pages using Hypertext Markup Language (HTML) and JavaScript. Emphasis is on structures and concepts used in development. Internet technologies, including TCP/IP protocols, client/server programming, and security are discussed.

MI 133 Advanced Web Design 3 CR. HR.
Students explore a variety of technologies that can be used in conjunction with HTML to build web pages with rich content. Emphasis is placed on the strengths and weaknesses of the various technologies, as well as appropriate use.

MI 214 Microcomputer Spreadsheet Applications 3 CR. HR.
This course covers microcomputer spreadsheet software. Topics include: functions, decision making, macros, custom menus, importing and exporting.

MI 241 Managing and Maintaining a PC I 3 CR. HR.
Course develops a base for supporting end-user workstation system. Emphasis is on hands-on installation, configuration, and problem solving computer hardware and software in a laboratory setting. Prepares the student for the Comp TIA's A+ exams. Prerequisites: MI132

MI 242 Managing and Maintaining a PC II 3 CR. HR.
A continuation of Managing and Maintaining a PC I. Prepares the student for the Comp TIA's A+ exams. Prerequisites: MI241

MI 261 Visual Basic 3 CR. HR.
Emphasis is placed on the design and implementation of various applications using the Visual Basic .Net programming language. Topics include proper screen design, controls and their purpose, and proper coding techniques. Prerequisites: MI132

MI 262 Visual Basic Applications 3 CR. HR.
This course applies the principles covered in MI 261 Visual Basic. Topics include: array processing, database structures, updating databases, menus, and external and internal management information reporting in the Windows environment. A complete system is created. Payroll, accounts receivable, accounts payable, or employee records are typical systems used. Prerequisites: MI261

MI 299 Topic/ 3 CR. HR.
This course is of variable content with selected topics presented to provide prerequisites for specifically identified additional coursework in CIS. The course emphasizes independent investigation and the fundamental principles of computing and information technology.

MI 321 Systems Analysis and Design 3 CR. HR.
Methodology for the investigation analysis and general design, detailed design, and implementation of computer information systems is covered. Comprehensive case studies are used to illustrate the phases of CIS project development. Topics presented for system development include data flow diagrams, normalization, RAD, extreme programming (XP), software development life cycle (SDLC), and program specifications. Prerequisites: MI261

MI 331 Networking 3 CR. HR.
This course covers the different types of networking topologies: client-server, peer-to-peer, and network administration. Practical aspects include setting up a network, hardware maintenance, and hands-on experience.

MI 332 Advanced Networking 3 CR. HR.
This course builds upon basic network knowledge. Topics covered include network topology, infrastructure, hardware, segmentation, and troubleshooting as networks increase in scale and complexity. Security issues will be examined to protect data assets from internal and external threats. Prerequisite: MI 331

MI 341 Managing and Maintaining a Windows Server I 3 CR. HR.
Course builds on fundamentals developed in MI 241-242 to detail the challenges and technology of distributed system management. Example topics include Configuration Management, Backup/Disaster Recovery, User Management, Data Management, Application Management, Logistics and Licensing. Prerequisites: MI242

MI 342 Managing and Maintaining a Windows Server II 3 CR. HR.
Course is a continuation of Mi 341 Managing and Maintaining a Windows Server I. This course focuses on network configuration and security of the server. Prerequisites: MI341

MI 351 Information System Internship 3 CR. HR.
Cooperative Education is a College-supervised work experience course with participating employers in business and nonprofit organizations that provide a practical application of classroom theory. Prerequisites: College Level=Junior or Senior

MI 352 Information System Internship 3 CR. HR.
Cooperative Education is a College-supervised work experience course with participating employers in business and nonprofit organizations that provide a practical application of classroom theory. Prerequisites: College Level=Junior or Senior

MI 353 Information System Internship 3 CR. HR.
Cooperative Education is a College-supervised work experience course with participating employers in business and nonprofit organizations that provide a practical application of classroom theory. Prerequisites: College Level=Junior or Senior

MI 354 Information System Internship 3 CR. HR.
Cooperative Education is a College-supervised work experience course with participating employers in business and nonprofit organizations that provide a practical application of classroom theory. Prerequisites: College Level=Junior or Senior

MI 361 Java I 3 CR. HR.
This course focuses on problem solving using an object-oriented programming language. Emphasis is on programming using modern practices. Prerequisites: MI262

MI 362 Java II 3 CR. HR.
This course builds on language used in MI 361. Explores advanced use of the language including packages for data access and web server scripting. Prerequisites: MI361

MI 411 Database Design 3 CR. HR.
The design of a database as part of the CIS development process is covered in detail. The theory and practical application of both relational and network databases is included. Normalization and SQL are also covered in detail.

MI 421 Project Management Techniques 3 CR. HR.
Projects are undertakings, which must be completed within cost, schedule and quality constraints. This course provides the student with practical methodology for planning and managing large or small projects effectively. Software such as Microsoft Project for Windows® is used.

MI 422 Information System Project Development 3 CR. HR.
A comprehensive project in CIS is undertaken. The team approach is used to plan, manage and implement a realistic CIS project of moderate complexity. Prerequisites: MI421

MI 499 Topic/ Variable 1 -3 CR. HR.
This is a course of variable content. Faculty and students prepare a special topic of timely interest in the area of management information systems. The course may consist of seminars, individualized instruction and/or research related to a specific area of specialization.

ML101 Foundations of Officership 1 CR. HR.
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.

ML102 Basic Leadership 1 CR. HR.
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.

ML105 Leadership and Physical Fitness 1 CR. HR.
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.

ML201 Individual Leadership Studies 2 CR. HR.
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 CR. HR.
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 CR. HR.
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. Corequisite: ML100

ML302 Leadership and Ethics 3 CR. HR.
Examines the role of communications, values and ethics play in effective leadership. Topics include ethical decision making, consideration of others, and spirituality in the military and surveys Army leadership doctrine. Emphasis on improving oral and written communication abilities. Prerequisite: ML301 and concurrent enrollment in ML100.

ML350 The Evolution of American Warfare 3 CR. HR.
Historical analysis of American theory of warfare from the 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 as the United States evolved into a world power. Additionally, the student will examine the effects of institutions on organizational structures. Technology and the practice of warfare are emphasized. Corequisite: ML100

ML401 Leadership and Management 3 CR. HR.
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. Prerequisites: ML302 and concurrent enrollment in ML100

ML402 Officership 3 CR. HR.
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. Prerequisites: ML401 and concurrent enrollment in ML100

MS 091 Fundamental Skills for College Mathematics 3 CR. HR.
This course is intended to prepare students having minimal mathematical backgrounds for college algebra and other quantitatively oriented courses. The emphasis is on building basic analytic reasoning skills. The course content includes numerical and algebraic expressions, solution of first degree equations, strategies for solving work problems, and the graphing of linear functions. Placement is determined by diagnostic testing. This course does not count towards a degree. A minimum grade of C is required.

MS092 Fundamentals of Mathematics 4 CR. HR.
This course reviews fundamental principles and applications of arithmetic. Serves as preparation for MS 093 Core Arithmetic and Algebra. It does not satisfy degree requirements. Pass/Fail grading. Five contact hours per week.

MS093 Core Arithmetic and Algebra 4 CR. HR.
Core Arithmetic and Algebra provides a review of necessary concepts and skills required for success in general education college mathematics. Serves as preparation for MS141 Contemporary College Algebra. It does not satisfy degree requirements. Pass/Fail grading.

MS094 Core Mathematics Review 1 CR. HR.
Core Mathematics Review provides a review of necessary concepts and skills required for success in general education college mathematics. Normally offered during a two or three week period during the fall or spring semester or as part of the winter or summer term. Serves as preparation for MS141 Contemporary College Algebra. It does not satisfy degree requirements. Pass/Fail grading.

MS 111 Algebra 3 CR. HR.
The goal of this course is to build a solid foundation in algebraic methods and techniques to serve as a basis for further study. Directed toward students having minimal prior training in mathematics, the course of study begins with basic principles and progresses through the study of quadratic equations, graphing and the

solution of systems of linear equations. Although designed for the beginning student, this course may also serve as a terminal course for those students desiring mainly to increase their confidence and proficiency in applying basic algebraic problem-solving concepts and techniques. Placement is by diagnostic testing.

MS 115 Quantitative Literacy 3 CR. HR.
Quantitative Literacy provides a college level experience that focuses on the process of interpreting and reasoning with quantitative information. Students are expected to build on prior understanding of mathematical models and applications, while integrating concepts from logic, algebra, geometry, probability and statistics. Understanding the language of mathematics, developing strategies and interpreting results, are learned via a context driven approach requiring a willingness to think about quantitative issues in new ways. The three credit course meets general education quantitative literacy requirement. Prerequisite: MS 111 or MS 141 or MS 242

MS 131 Logic and Problem Solving 3 CR. HR.
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 CR. HR.
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. Prerequisites: MS111 or MS 141 or MS 232 or MS242 or MS 331

MS 141 Contemporary College Algebra 4 CR. HR.
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.

MS 180 Precalculus with Trigonometry 4 CR. HR.
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.

MS 181 Calculus with Applications 4 CR. HR.
This course provides an introduction to single variable calculus and its application. Emphasis is on conceptual understanding of the major ideas of calculus including limits as models of approximation, derivatives as models of change, and integrals as models of accumulation. Concepts are explored by combining, comparing and moving among graphical, numerical, and algebraic representations. This course serves as a prerequisite for MS182, Calculus II. Prerequisite: MS 180

MS 182 Calculus II 4 CR. HR.

This course is a continuation of MS181 Calculus with Applications. Prepares students for subsequent studies in mathematics, science, and business. Topics include concepts and applications of numerical integration, applications of integration, antidifferentiation, function approximation, improper integrals, and infinite series. Emphasis on concepts, complementing symbolic with graphical and numerical points of view. Integrates technology to support pedagogy and computation. Prerequisite: MS 181

MS 223 Research Design 3 CR. HR.

This course introduces basic concepts and skills needed for understanding and conducting research in the social, educational and health sciences. Students will receive a basic introduction to the fundamentals of research—what it involves, what types exist, and how to design and conduct such research. Examined are the essential terms and concepts of research necessary for students to critically evaluate research literature, develop solid research questions, and plan simple research projects. Students will acquire foundation knowledge through readings and lecture. Active engagement with the research process will occur through class participation, exercises, literature reviews, development of research questions, and creation of inquiry strategies for answering research questions. Prerequisites: MS132

MS 232 Finite Mathematics 3 CR. HR.

In this the student studies the algebraic development of linear and nonlinear equations and inequalities. Topics include math of finance, analytic geometry, linear systems of equations and inequalities, matrix theory, and linear programming. This course is designed as a continuation for those students who have taken Ms 111. Prerequisites: MS111 or MS 141 or MS242

MS 242 College Algebra 3 CR. HR.

This course is designed to prepare the students for further study through in-depth examination of selected portions of College Algebra. Topics studied will include equations and inequalities, functions and graphs, polynomial and rational functions, exponential and logarithmic functions and additional topics as appropriate. This course assumes a strong high school background in algebra. Admission is by diagnostic testing or program placement.

MS 243 Trigonometry 1 CR. HR.

This course is intended to round out the student's knowledge of basic mathematics through the study of trigonometry and its applications to solving triangles. Topics include trigonometric functions, radian measure, identities, law of sines, law of cosines, polar coordinates and complex numbers. Prerequisites: MS 141 or MS242

MS 331 Calculus 3 CR. HR.

This course is an introduction to the theory and application of the calculus of a single independent variable. Following a brief discussion of selected topics in algebra and analytic geometry, the methodology of differential calculus will be stressed, and the use of differential calculus in the description of continuous analytic functions will be emphasized. Finally, the role of antidifferentiation, and the concept of the integral will be introduced. Throughout the theoretical development, numerous applications to the natural, social, and management sciences will be considered. Prerequisites: MS242

MS 332 Applied Statistics 3 CR. HR.

This course continues the development of statistical analysis begun in Ms 132. Following a brief review of the elementary ideas of descriptive and inferential statistics, a variety of intermediate-level topics and procedures will be studied, including analysis using the chi-square distribution, regression and correlation analysis, analysis of variation, time series analysis, decision theory, and others. Prerequisites: MS132

MS 345 Biostatistics 3 CR. HR.

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. Prerequisites: MS223

MS 499 Topic/ Variable 1 -3 CR. HR.

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.

NU 100 Professional Concepts in Nursing 3 CR. HR.

The major focus of this course is on preparing the student to succeed in the rigorous nursing curriculum. Included within this focus are the essence of baccalaureate nursing and the curriculum design. Also included are discussions aimed to enhance student success, including self assessment and identification of learning styles. The major concepts and subconcepts of this nursing course will provide a framework for the individual's program of study. The concepts include, but are not limited to, critical thinking, the nursing process, teaching and learning.

NU 206 Health Promotion Across the Life Span 3 CR. HR.

The focus of the course is health promotion and disease prevention across the life span. Theoretical and conceptual models and related research provide a basis for understanding individuals in the context of families and community. Family nursing theory and community theory are stressed. This course facilitates students' integration of knowledge gained from science, humanities, and social sciences courses, and nursing knowledge acquired in Nu 100. Prerequisites/ corequisites: SC121, SL 121, SC 122, SL 122, SC 180, SL 180, PY 241 and NU 100

NU 208 Health Assessment 4 CR. HR.

The emphasis of this course is on the nursing assessment of the healthy adult. The student will learn to gather subjective and objective data about a client's health status and to perform a systematic physical assessment. The clinical laboratory setting will be utilized to practice the techniques of assessment and the identification of normal findings. Prerequisites: SC121, SL 121, SC 122, SL 122, and SC 233

NU 211 Nursing Intervention I 3 CR. HR.

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. Prerequisites: SC121, SL121, SC122, SL122, SC180, SL180, and prerequisite or corequisite NU100

NU 212 Nursing Intervention II 3 CR. HR.
This course is the second half of NU 211 and focuses on knowledge and skills that are fundamental to nursing care throughout the lifespan and regardless of disease entity. Using the classroom, lab, and clinical placements, learners will demonstrate competence in the application of the nursing process in the planning and delivery of nursing care. Themes of growth and development, cultural diversity, evidence-based practice, and critical thinking will be threaded throughout. Skills and knowledge learned in this course are foundational to learning throughout the rest of the curriculum. Prerequisites: NU 211

NU 214 Pharmacology 3 CR. HR.
This course builds upon students' knowledge of anatomy, physiology, chemistry and the nursing process. It is designed to provide the knowledge required for the safe administration of drugs and teaching with patients across the life span. Actions, therapeutic uses, interactions and side effects of major drug classifications, as well as nursing responsibilities related to drug administration to patients across the life span are examined. Prerequisite: NU211; Corequisites: NU212, SC 241 and SL241.

NU 315 Child Health 5 CR. HR.
This course addresses the care of ill children and their families. Adaptation theory will be used as the theoretical framework for nursing assessments, interventions, and evaluations. The nursing process is applied relative to this population. This course encompasses diagnostic and therapeutic techniques. Clinical opportunities are provided in the acute care setting. Prerequisite/ Corequisite: NU206, NU208, NU211, NU212, NU214, SC233, SC234, and SC241

NU 320 Nursing Research 3 CR. HR.
Students will understand the basic concepts, processes, and applications of quantitative and qualitative research. Students will analyze the role and implication of nursing research and research within other disciplines on the nursing profession. Prerequisites: MS132

NU 322 Adult/Family Health I 5 CR. HR.
This course facilitates students' integration of knowledge gained from previous courses. Theoretical and conceptual models and related research provide the foundation for expanding health assessment and clinical practice skills. Analytical and experiential learning activities are provided which encourage active participation in demonstrating decision-making skills and judgment in meeting the health care needs of clients/family. Students will utilize community resources in assisting patients to promote well-being and prevent complications from illnesses and disease. Prerequisites: NU206, NU208, NU211, NU212, NU214, SC233, SC234, SC241 and SL241

NU 323 Adult/Family Health II 5 CR. HR.
This course continues the content related to the effects of acute and chronic illness/disease on body systems, and expands students' knowledge from previous learning experiences. In addition, it is designed to integrate and synthesize multisystem failure and examine nursing care in the context of socio-cultural, political and economic systems. Analytical and experiential learning activities enhance the students' abilities for clinical

decision-making, judgment, and management strategies to meet the health care needs of clients/family. Prerequisite: NU322

NU 324 Maternal and Newborn Nursing 4 CR. HR.
The focus of this course is the childbearing family. Concepts related to pre-pregnancy issues, pregnancy, the fetus/newborn, and the post delivery family are presented. Physiologic, social, and cultural issues, as they relate to the childbearing family, are included. Clinical experiences occur in a variety of settings, including inpatient, educational, and community settings. Prerequisites: SC233, SC234, SC241, SL241, NU206, NU208, NU211, NU212 and NU214

NU 411 Transcultural Nursing 3 CR. HR.
Through seminars and travel, the student participates in providing health care to individuals in other cultures.

NU 412 Community Health 5 CR. HR.
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. Prerequisites: NU315, NU320, NU322, NU323 and NU324

NU 422 Community Mental Health 5 CR. HR.
This course focuses on behaviors that 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. Prerequisites: NU315, NU320, NU322, NU323 and NU324 and College Level = Senior

NU 424 Senior Practicum 8 CR. HR.
This course is the last in a sequence of adult health. It is designed to integrate and expand previous learning, clinical and leadership experiences of the student. Students will participate in scenarios that require them to critically analyze and apply research, theories and educational models of teaching learning processes. Clinical practice provides the opportunity to synthesize knowledge and demonstrate diagnostic reasoning, critical decision-making and delegation. Engaged ethical and clinical reasoning occurs with student's involvement in the management of adult, family, and groups in complex clinical health care situations with expert nurse partners and faculty. This partnership creates a way to understand and guide analytical and experiential learning. These clinical partnerships take place in a variety of clinical settings. Prerequisites: NU322 and NU323

NU 426 Policy Leadership and Management in Nursing 3 CR. HR.
This course provides a conceptual and practical basis for examining role transition from student to beginning professional nurse. Emphasis is placed on the application of leadership principles. A major focus is skills used by nurses in complex organizational environments.

NU 432 Caring, Spirituality and Culture 3 CR. HR.
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 434 Advanced Topics in Adult Health 3 CR. HR.
This nursing elective allows the student to utilize current nursing literature and research to explore complex clinical care situations relating to adult health. Development of case studies based upon chart review and literature review will be used to allow students to further develop critical thinking skills and clinical judgment in regards to a variety of health topics selected by students for further knowledge development. Integrated into case studies will be concepts of ethical decision-making, legal aspects, patient advocacy, patient teaching, family theory, advanced practice concepts, and multidisciplinary care, in addition to concepts from pharmacology, pathophysiology, and other foundational courses. The role of the professional nurse with advanced clinical expertise, as evidenced by certification in specialty areas will be explored.

NU 436 Advanced Topics in Pharmacology 3 CR. HR.
This course builds upon students' knowledge from undergraduate pharmacology courses in addition to anatomy and physiology, pathophysiology, chemistry, and the nursing process. It is designed to allow the RN or senior nursing student the opportunity to study topics in pharmacology that the student identifies as being of interest or importance to his/her practice. Students will utilize a variety of teaching methods to share with classmates information and application of content they have researched. A variety of learning techniques will be explored in professional and patient education relating to pharmacology. Prerequisites: NU214

NU 440 Nursing Internship 3 CR. HR.
This senior nursing elective affords the learner an opportunity to apply theory in the care of clients primarily in rural health care delivery systems. Learners become more responsive to the health care needs of rural Maine's diverse cultural populations. Through an increased opportunity to apply theory to practice, learners are assisted in their transition to the role of professional nurse.

NU 450 Issues in Women's Health 3 CR. HR.
This nursing elective offers the student an opportunity to explore health issues that are unique to women or affect women differently than men. Sociocultural, political, economic, environmental and personal factors that affect those issues will be integrated into class discussion. Topics will include health maintenance strategies, AIDS/STDs, Premenstrual Syndrome (PMS), reproductive choice, violence against women and other current issues. This course is offered to any student who is interested in increasing his/her understanding of these women's health issues.

NU 461 Contemporary Clinical Nutrition 3 CR. HR.
Nutritional health of children and adolescents is multifaceted and influenced by genetics, intrauterine and extrauterine environment, growth, and development. This course will analyze the components that impact on nutritional health, review nutritional requirements for children and adolescents, and explore nutritional health issues specific to children and adolescents. Nursing management, including orchestrating multidisciplinary care, for a specific nutritional health issues will be discussed.

NU 470 Hospice and Palliative Care 3 CR. HR.

The improvement of psychosocial care of patients with terminal illness has been a major advance in modern health care. This course examines the concepts of hospice and palliative care. Historical and current traditions of society will be examined with an evaluation of public policy issues. The framework is the continuum of care with special emphasis on holistic care of the client.

NU 480 Community Health and Health Promotion 5 CR. HR.

This course builds upon the student's previous education and practice as a Registered Nurse. It focuses on health promotion and disease prevention strategies for individuals across the lifespan, families, groups and communities. Selection and application of selected theories and models, including the Roy Systems Model, Calgary Family Assessment and Intervention Models and Helvie's Community Assessment model are discussed. Principles from epidemiology, crisis intervention, and teaching/learning theories are introduced and integrated into application of the nursing process.

NU 481 Clinical Exploration 4 CR. HR.

This clinically-focused course provides opportunities for the evaluation and achievement of competencies, knowledge and role-development inherent in the role of the baccalaureate-prepared professional nurse, as presented in the AACN Essentials of Baccalaureate Education (1998). Registered Nurse students will assess their personal level of achievement and will develop, under faculty guidance, an individualized plan for a preceptored clinical experience designed to increase competency, knowledge and role-development. Prerequisites: NU480

NU 482 Leadership Seminar 5 CR. HR.

The role of the Baccalaureate-prepared professional nurse is examined in detail during this capstone course. Concepts and theories related to role, change, communication, leadership and management are explored and discussed. Students examine the role of nursing leaders and managers within the context of culture, change, decision-making power, politics and economics within a seminar format. Prerequisites: NU480

NU 499 Topic/ 3 CR. HR.

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 CR. HR.

This course has dual foci. The first is to provide an opportunity to analyze theoretical concepts, principals 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 provides an introduction to theories fundamental to advanced practice nursing, such as role theory and family nursing theory. The second course emphasis is an exposure to relevant historic, current and future practice issues inherent in the varied roles of the advance practice nurse. Both state and national legislation, issues and trends are addressed as they relate to the effective and appropriate role of advanced practice nurses within the rapidly changing healthcare system.

NU 701 Theories for Advanced Nursing Practice 2 CR. HR.

This course provides an opportunity to analyze theoretical concepts, principles and processes from nursing and related disciplines to guide advanced clinical practice and role development. These theories reflect important contributions from both the nursing profession and non-nursing disciplines. The course provides a historical perspective and analysis of nursing theorists from Nightingale to emerging theorists and includes an introduction to theories fundamental to advanced practice nursing, such as role theory and family nursing theory.

NU 702 Pharmacotherapeutics 3 CR. HR.

This course provides an opportunity for students to focus on the clinical applications of the major classifications of drugs. The emphasis is on clinical pharmacology and therapeutics. Clinical correlations using case studies with applications to special populations, in primary, secondary, and tertiary settings will be addressed. Legal parameters for prescription writing protocols and factors promoting patient compliance with drug therapy will be included. Application of this knowledge for special patient populations will be further developed in Nu 800, 802, 804, and 806.

NU 703 Roles for Advanced Nursing Practice 2 CR. HR.

This course provides an in-depth analysis of the role of the advanced practice nurse. Students need this knowledge to integrate 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 CR. HR.

The focus of this course is the assessment of total health status of clients throughout the lifespan. It is designed to enable the student to refine and further develop diagnostic reasoning skills and utilize a regional approach to physical exams in the delivery of primary health care. The course builds on undergraduate health assessment skills and includes a clinical practicum which provides the student the opportunity to apply advanced nursing knowledge and practice in the areas of physical and psychosocial assessment of clients. Students will perform complete health assessments on selected clients, obtaining an in-depth health history, performing a comprehensive physical examination, recording findings and developing a problem list and treatment plan.

NU 705 Advanced Psychopharmacology 3 CR. HR.

This course will review the application of pharmacotherapeutic principles to psychiatric disorders. Each major class of medications will be covered: antidepressants, mood stabilizers, psychostimulants, antipsychotic medications and anxiolytics. The indications, contraindications, side effects and adverse reactions and drug interactions will be reviewed in detail. The use of herbal remedies, homeopathy and diet will be addressed. The applications of psychopharmacology to clinical case studies across the life span will be emphasized. Prerequisites: NU702

NU 706 Advanced Pathophysiology 3 CR. HR.

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 CR. HR.
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. Prerequisites: NU706

NU 710 Nursing Research 3 CR. HR.
This course explores the principles and uses of the research process in nursing. It is designed to provide the advanced practice nursing student with the knowledge to be an active participant in the research experience and prepare the student to write and present orally a research proposal. Content will focus on evidence based practice, understanding the role of an advanced practice nurse as a researcher and fostering skills to develop a research proposal that will be the foundation and beginning process of each student's "capstone" project. Prerequisite: NU 700

NU 722 Advanced Mental Health Assessment 3 CR. HR.
This course is designed for the development of advanced mental health assessment skills. The processes of psychiatric history-taking, mental status examination, biological and neurological assessment for clients throughout the life span is addressed. Students are prepared to use the Diagnostic Statistical Manual (DSM) multiaxial system. During practicum experiences students perform comprehensive mental health assessments, determine DSM IV diagnosis and medication management for clients. Prerequisites: NU704

NU 724 Diagnostics and Interventions 3 CR. HR.
In this theoretically and clinically based course the Acute Care Nurse Practitioner student will acquire assessment and procedural skills in the clinical management of selected adult patients. This course introduces the Acute Care Nurse Practitioner (ACNP) role and responsibilities relating to selection of diagnostic studies and performing selected procedures that will be necessary for assessing and treating the seriously or critically ill adult patient. This course content will include reviewing and learning the process of selection studies. Additional content will include preliminary interpretation of EKG, conventional and CT radiological studies, and evaluating the results of diagnostic studies. Modification of patient care following abnormal studies will be presented. In addition, procedures frequently encountered in the acute care setting will be demonstrated in a lab followed by an opportunity to practice selected procedures. Procedures include intubations, central line placement, I and D of skin abscesses, lesion excision, suturing and casting/splinting injured extremities. Ethical considerations of utilizing diagnostics and performing interventions will be addressed. Prerequisites: NU702, NU704, NU706

NU 730 Rural Community Health Nursing 3 CR. HR.
The focus of this course is to explore relevant theory and nursing practice issues relative to rural communities and public health. Ethics, public policy, and cultural diversity will be examined in the context of community health services. Students will explore the challenges in providing primary health care to medically underserved populations. Content includes, but is not limited to the history of primary care, interdisciplinary

collaboration, environmental health, community assessment, program planning, health education, and population-based services. Prerequisites: NU 700, NU 710

NU 740 Public Health Policy Issues and Challenges 3 CR. HR.
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 uses 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 professionals impacts governmental decisions and regulatory processes. Students will explore legislative processes, state/federal policies, and analyze current legislative and policy issues.

NU 790 Scholarly Project 1 - 3 CR. HR.
This is the culminating scholarly experience in the master's program. Graduate nursing students will demonstrate mastery of one particular subject area in their specialty track by developing a scholarly project including an evidence based review of that topic. The Department of Nursing uses the definition of scholarly work provided in the American Association of Colleges of Nursing's Position Statement on Defining Scholarship for the Discipline of Nursing (1999). This states "scholarship in nursing can be defined as those activities that systematically advance the teaching, research and practice of nursing through rigorous inquiry that 1.) is significant to the profession, 2.) is creative, 3.)can be documented, 4.) can be replicated or elaborated, and 5.) can be peer-reviewed through various methods. " The course will allow students who are nearing completion of their program of study to develop such a project in close advisement with a faculty mentor, and present that scholarship through either a formal presentation or a manuscript. Prerequisites: NU700, NU704, NU706, NU710, NU730, NU740, NU820, NU822, NU824, NU826

NU 799 Special Topics in Nursing Variable 1 -3 CR. HR.
Selected topics in nursing are offered under the guidance of graduate faculty. The course enhances students knowledge of advanced practice nursing, building on previous knowledge of nursing and healthcare in today's complex and rapidly changing healthcare system. This course may be used as an elective in the student's program of study and may be taken more than once as long as different topics are taken.

NU 802 Family Health II 6 CR. HR.
Class - 4 Hr/Wk, Clinical - 12 Hr/Wk. This course explores relevant theories and practice issues in the health care of adults and families. It will focus on health promotion and simple, acute, and chronic health problems experienced by this population within a family and community context. Sociopolitical, cultural and ethical issues will be addressed. The clinical practicum will present the advanced practice nursing student with clinical experience with clients in early to middle adulthood in a variety of clinical sites. Clinical practicum opportunities may include sites that provide primary care to underserved and at risk populations, home care sites, and tertiary sites. Opportunities will be available in both the classroom and clinical setting to explore the roles inherent to the advanced practice nursing student who provides primary health care to clients and families in this age group. 168 Hours of Clinical/ Semester. Prerequisites: NU800

NU 804 Family Health III 5 CR. HR.
Class - 3 Hr/Wk, Clinical - 12 Hr/Wk. The focus of this course includes relevant theories and practice issues in the health care of individuals and families in late adulthood. It explores health promotion, as well as the acute and chronic health care needs and conditions experienced by this group of clients within a family and community context and using a systems approach. Bio-psycho-social issues are analyzed from an advance

practice registered nurse perspective as they relate to this population. Cultural competence and bioethical issues are explored. The clinical practicum presents the nurse practitioner student with precepted clinical experience in assessing, planning, and managing care for clients and families in this age group at a primary care site. The clinical practicum experience may include tertiary and home-care sites. Prerequisite: NU 802

NU 806 Internship/Practicum 6 CR. HR.

Class - 3 Hr/Wk, Capstone - 1 Hr/Wk, Clinical - 12 Hr/Wk. This is the culminating clinical course in the program. The focus is on integrating the knowledge and clinical management skills from previous courses in preparation for the transition from graduate student to nurse practitioner. Students take part in seminars, allowing them to thoroughly explore the clinical issues that arise while caring for clients across the lifespan, having varied health care needs. As part of this course, the student completes a "capstone" project. This project will provide students with experience in scholarly writing and the publication process. Students select one clinical and professional issue and develop it into a publishable paper. Papers must be submitted to a scholarly journal for peer review prior to graduation. This is in addition to the clinical component of the course. 168 hours of clinical/ semester. Prerequisites: NU804

NU 807 Family Health I /Pediatrics 3 CR. HR.

Class- 3 Credits, 2 Hours/Week, Clinical-6 Hours/Week. The focus of this course explores theories and the practice of health care for children from infancy through adolescence within a context of family health care. The course will focus on health promotion and acute and chronic illness conditions experienced by these childbearing and childrearing families. This course will focus on health-illness issues experienced by this population in underserved rural and urban areas. The clinical practicum experience will present the advanced practice nursing student with clinical experience in assessing, planning, and managing care for families in these age groups at a variety of clinical sites. Opportunities will be available in both the classroom and clinical setting to further explore the roles inherent to the advanced practice nurse who provides primary health care to these clients. 84 Hours of Clinical/semester. Prerequisites: NU702, NU704, NU706

NU 808 Family Health I /Women's Health and Obstetrics 3 CR. HR.

Class - 3 Credits, Clinical - 6 Hours/ week. The focus of this course explores theories and the practice of health care for women within a context of family health care. The Course will focus on health promotion and acute and chronic illness conditions experienced by the childbearing and childrearing families. This course will focus on health-illness issues experienced by this population in underserved rural and urban areas. The clinical practicum experience will present the advanced practice nursing student with clinical experience in assessing, planning, and managing care for families in these age groups at a variety of clinical sites. Opportunities will be available in both the classroom and clinical setting to further explore the roles inherent to the advanced practice nurse who provides primary health care to these clients. 84 Hours of Clinical/Semester. Prerequisites: NU702, NU704, NU706

NU 810 Psychiatric Nursing I 5 CR. HR.

Advanced Practice Nursing Interventions for the Acute Mentally Ill. This course focuses on the advanced practice psychiatric nurse's role in the delivery of mental health care for acute mentally ill individuals and families across the life span. Theories relevant to family therapy and individual psychotherapy will be examined. Practicum experiences will focus on student application of family interventions and therapy, individual interventions and psychotherapy in acute care settings. Prerequisites: NU700, NU704, NU706, NU707, NU710, NU722

NU 812 Psychiatric Nursing II 5 CR. HR.

Primary Care Mental Health Nursing. This course focuses on the advanced practice psychiatric nurse's role in the delivery of primary mental health care with an emphasis on promotion of optimum mental health, the prevention of mental illness, health maintenance, and preventing new occurrences of mental illness. Theories relevant to group therapy interventions and consultation will be examined. The advanced practice nursing student will develop interventions and programs that reduce stressors and maximize mental health for individuals and communities. Prerequisites: NU810

NU 814 Psychiatric Nursing III 6 CR. HR.

In this capstone course the advanced practice psychiatric nursing role is further developed as the learner integrates psychiatric theory and practice skills while intervening with the chronically mentally ill in the rural community. Emphasis is on combining psychotherapeutic, pharmacological, and alternative therapeutic approaches, including crisis intervention. Through seminar and practicum experiences students incorporate the comprehensive goal of case management which is to decrease fragmentation and insure access to appropriate individualized management which is to decrease fragmentation and insure access to appropriate individualized cost effective care (ANA Standards of Care). During the practicum experiences students coordinate care and advocate for special populations of individuals, families, and groups across the lifespan. As a part of this course, the student completes a capstone project that demonstrates integration of previous learning. Prerequisites: NU812

NU 816 Psychiatric NP Internship/Practicum 3 CR. HR.

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. Prerequisites: NU702, NU704, NU706, NU707

NU 830 Teaching Learning Theories and Strategies in Nursing Education 3 CR. HR.

This course focuses on theoretical foundations and strategies of teaching and learning in nursing education. The graduate nursing student will explore learning theories and pedagogical frameworks that guide the selection of faculty-centered instructional strategies and student-centered learning activities. Additionally, the student will identify the differences and similarities in the learning theories specific to (a) the role of the educator, (b) the assumptions made about learning, (c) the role of the educator, (d) the sources of motivation, and (e) the way in which the transfer of learning is facilitated. Prerequisites: NU700, NU704, and NU706

NU 834 Assessment and Evaluation in Nursing Education 3 CR. HR.

This course is designed to introduce learning evaluation concepts, including test and measurement at the didactic, clinical and programmatic levels. Course content will include strategies to assess and evaluate learning in the cognitive, psychomotor and affective domains. Quality improvement, as well as legal and ethical considerations is explored within these concepts. Prerequisites: NU700, NU704, and NU706, NU710, NU730, NU830 and NU832

NU 836 Informatics and Technology in Nursing Education 3 CR. HR.
This course examines a variety of innovative computer technologies that support the teaching-learning process in the classroom and clinical settings. Course content includes application of information technology in nursing practice and education. Principles of distance learning, use of the internet and the integration of computer technologies to create new, innovative models of teaching will be explored. Course requirements include a computer and personal digital assistant (PDA). Prerequisites: NU700, NU704, NU706 , NU830, NU832, and NU834

NU 838 Internship/ Clinical Practicum in Nursing Education 3 CR. HR.
This is the capstone clinical course in the nurse educator track. It involves synthesis, refinement and application of nursing, education, and evaluation theory in a variety of educational settings and integrated seminars. The bi-weekly seminars are framed within the context of the established nurse educator scope of practice (NLN, 2005) and competencies (Council on Collegiate Education for Nursing, 2002; NLN, 2005) and students apply these in a variety of diverse academic and clinical settings under expert preceptor guidance. Graduate nursing students will create and share comprehensive portfolios demonstrating their ability to plan, deliver, assess and refine effective professional education offerings in varied settings with diverse learners. Prerequisites: NU700, NU704, NU706, NU830, NU832, NU834 and NU836

OT 100 Introduction to Occupational Therapy 1 CR. HR.
Students will be introduced to: the profession of occupational therapy, experiences of disability by people with disabilities, and computers. Students will utilize various media such as on-line searches, on-line chat room discussions, and small group seminars.

OT 160 Service Learning I 1 CR. HR.
This course will provide students with a service learning experience consistent with the aims of the occupational therapy or other relevant programs.

OT 201 Social Issues in Occupational Therapy 2 CR. HR.
This course will provide students with an overview of social issues that influence occupational therapy practice from a health perspective. Students will be given an opportunity to explore the relationship between socio-cultural forces and institutions and the practice of occupational therapy within the context of these forces. Prerequisites: OT100

OT 260 Service Learning II 1 CR. HR.
This course will provide students with a service learning experience consistent with the aims of the occupational therapy or other relevant programs. Prerequisites: OT160

OT 261 Service Learning III 3 CR. HR.
This course will provide students learning experiences based in service learning projects. Concepts of service learning, community assessment and community leadership will be applied. Students will be involved in mentoring first year students in the service-learning model. Prerequisites: OT160 and OT260

OT 299 Topic/ Variable 1 -6 CR. HR.
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 Human Factors & Occupational Performance 3 CR. HR.
This course will provide the student with the opportunity to understand and analyze the impact of human factors on performance in areas of occupation. Students will demonstrate their ability to integrate measurements of human potential at a performance skill level with outcomes in occupational performance, mastery and competence. Prerequisites: SC121, SL121, SC122 and SL122 and concurrent enrollment with OT330

OT 312 Occupational Therapy in Infancy, Childhood and Adolescence 3 CR. HR.
This course will provide students with the opportunity to understand integrate and apply the domain and process of occupational therapy in infancy, childhood and adolescence. Students will learn to apply relevant developmental theories and theoretical constructs in occupational therapy to the evaluation, intervention and outcomes process in working with infants, children and adolescence in order to maximize their potential to engage in occupational performance. Prerequisites: OT101, PY241, PY332

OT314 Occupational Adaptation III 3 CR. HR.
This course is third in a series of 4 courses that provide the student with the opportunity to develop and implement clinical skills and critical thinking that is based in occupational therapy and developmental theory. This course will focus on occupational therapy interventions that address threats to development, rehabilitation, occupational performance, play skills, school function, and full social participation for children and youth. Students will develop clinical skills in the following areas: assessment of occupational function and performance skills; application of therapeutic techniques & intervention approaches to promote and restore occupational performance, play skills, school function, and social participation; implementation of strategies designed to preserve or maintain function in the areas listed above; identify methods for task or environmental modification or adaptation; and the provision of techniques that address disability prevention. Prerequisites: SC121, SL121, SC122 and SL122, OT300 and OT330

OT 320 Occupational Analysis 3 CR. HR.
This course will provide students with the opportunity to learn the concepts of occupational analysis that underlie the practice of occupational therapy. Occupations are appreciated for their cultural and developmental significance. Students will develop skills in the use of occupations and occupational analysis. Prerequisite: OT100

OT 321 Theoretical Foundations of Occupation 3 CR. HR.
In this course, students will be introduced to the history, philosophy and theoretical underpinnings of occupational therapy. Prerequisite: OT100

OT 322 Professional Foundations of Occupational Therapy 3 CR. HR.
The course will provide students with the opportunity to apply and value: the core values of the profession, the AOTA code of ethics, understand the culture of health and medicine (especially the language), the state licensing act, and the scope of practice. Prerequisites: OT100, PH110

OT 323 Assessment, Evaluation and Occupational Analysis 4 CR. HR.
Students will be introduced to the assessment and evaluation processes that form the foundation of occupational therapy practice. The purpose of this course is to provide students with the opportunity to investigate and use the assessments that occupational therapists use in practice. Standardized and no-

standardized assessment tools typical of OT practice will be studied and utilized. Prerequisites: OT320, OT321 and OT322

OT 330 Functional Anatomy 4 CR. HR.
This course will provide students with the opportunity to learn and examine the musculoskeletal system and relevant components of the nervous and vascular systems that underpin occupation. Prerequisites: SC121, SL121, SC122 and SL122, and concurrent enrollment with OT300

OT 331 Neuroscience 3 CR. HR.
Students will be introduced to the basic human neurological system in order to understand the basic anatomy, physiology, and functions of its major components. They will have the foundation to develop the ability to understand and evaluate both normal and abnormal neurological function. Prerequisites: SC121, SL121, SC122, SL122 and OT300

OT 340 Psychosocial Aspects of Occupational Therapy 4 CR. HR.
Students will investigate mental health diagnoses presented in a variety of mental health classifications. They will also be provided with theoretical and practical foundations of psychosocial aspects of Occupational Therapy. The course will focus on the continuum of health and illness with an emphasis on psychosocial barriers to occupational performance. Prerequisites: OT320, OT321, PY111 and PY332

OT 350 Occupational Adaptations I 4 CR. HR.
This course is first in a series of 4 courses that provide the student with the opportunity to develop and implement clinical skills and critical thinking that is based in occupational therapy theory. This course will focus on occupational therapy interventions that address threats to rehabilitation, occupational performance, a return to work and industry, and full social participation. Students will develop clinical skills in the following areas: assessment of occupational function and performance skills; application of therapeutic techniques & intervention approaches to promote and restore occupational performance, return to work and industry, and social participation; implementation of strategies designed to preserve or maintain function in the areas listed above; identify methods for task or environmental modification or adaptation; and the provision of techniques that address disability prevention. Prerequisites: OT300, OT321, and OT330

OT 360 Level 1 Fieldwork A 1 CR. HR.
In this level I Fieldwork, students will apply the concepts that they learn in the Fall semester of their third year. The overarching theme of the semester is to begin to understand occupation across the life span as a foundation of practice. Prerequisites: OT100

OT 361 Level 1 Fieldwork B 1 CR. HR.
Students will apply and integrate the didactic concepts that they learn in the spring semester of their third year. The overarching theme of the semester is for students to begin to demonstrate and apply knowledge and skills in occupational theory, occupational analysis, and the OT process in order to address occupational disruption in a variety of settings. Additionally, students will begin to apply knowledge of biopsychosocial concepts in order to describe occupational disruption and facilitate occupational health and wellness. Prerequisites: OT322 and OT360 and concurrent registration with OT314, OT340 and OT350

OT 412 Occupational Therapy in Adulthood 3 CR. HR.
This course will provide students with the opportunity to understand, synthesize, integrate and apply the domain and process of occupational therapy in adulthood. Students will learn to apply relevant developmental theories and theoretical constructs in occupational therapy to the evaluation, intervention and outcomes process in working with adults in order to maximize their potential to engage in occupational performance. Prerequisites: OT312

OT 414 Occupational Adaptation IV 3 CR. HR.
This course if fourth in a series of 4 courses that provide the student with the opportunity to develop and implement clinical skills and critical thinking that is based in occupational therapy and developmental theory. This course will focus on occupational therapy interventions that address threats to rehabilitation, occupational performance, leisure and social skills, school function, pre-vocational function, and full social participation for adolescents and young adults. Students will develop clinical skills in the following areas: assessment of occupational function and performance skills; application of therapeutic techniques & intervention approaches to promote and restore occupational performance, leisure and social skills, school function, pre-vocational function, and social participation; implementation of strategies designed to preserve or maintain function in the areas listed above; identify methods for task or environmental modification or adaptation; and the provision of techniques that address disability prevention. Prerequisite: OT300, OT314 and OT330

OT 420 Prevention and Wellness in Occupational Therapy 3 CR. HR.
This course will provide students with the opportunity to describe, demonstrate and apply principles of health promotion, wellness and prevention of occupational disruption with individuals and communities in order to facilitate occupational engagement that supports active participation and quality of life in everyday activities. Prerequisites: OT330, OT350 and OT450

OT 441 Group Process and Interpersonal Skills 3 CR. HR.
This course will provide students with the opportunity to recognize, evaluate, and illustrate group interaction roles and interpersonal skills in clinical and non-clinical settings. Prerequisites: OT340

OT 450 Occupational Adaptations II 4 CR. HR.
This course will provide students with the opportunity to recognize, create, modify, and organize OT practice strategies for selected physical diseases and illnesses, which may interfere with occupational performance. They will investigate and apply occupational therapy interventions which restore or promote occupational performance. Prerequisites: OT300, OT330 and OT350

OT 460 Level 1 Fieldwork C 1 CR. HR.
In this Level 1 Fieldwork course, students will apply and integrate the didactic concepts that they learn in the fall semester of their fourth year. The theme of the semester is for students to demonstrate and apply knowledge and skill in the OT process in working with individuals or groups in order to improve occupational performance. Prerequisite: OT361 and CONCURRENT with OT414, OT441, OT450

OT 461 Level 1 Fieldwork D 1 CR. HR.
In this Level I Fieldwork course, students will apply and integrate the didactic concepts that they learn in the spring semester of their fourth year. The overarching theme of the semester is for students to demonstrate

and apply knowledge and skills in the OT process with individuals and groups in order to promote wellness and health. Prerequisites: OT460 and concurrent enrollment with OT420

OT 470 Research Methods 2 CR. HR.
This course will provide students with the opportunity to construct and justify research methods for current and future research projects. Prerequisites: MS132 and MS223

OT 471 Research Writing I 3 CR. HR.
In this course students will investigate, study and apply research-writing skills to the development of the research project report. Prerequisite: OT470

OT 499 Topic/ Variable 1 - 6 CR. HR.
This course of variable content will provide students with the opportunity to explore selected topics in occupational therapy under the guidance of occupational therapy faculty.

OT 550 Introduction to Assistive Technology 3 CR. HR.
This course provides an introduction to a wide range of assistive technology (AT) used by persons with disabilities. Students will begin to identify social and environmental barriers to inclusion of people with disabilities in their communities and begin to identify strategies to transform these barriers into facilitators.

OT 560 Level 1 Fieldwork E 1 CR. HR.
In this course, students will apply and integrate the didactic concepts they learn in the fall semester of their fifth year. The overarching theme of the semester is for students to demonstrate and apply knowledge and skills in the OT process with individuals and groups in order to promote wellness and health. Additionally issues related to transition to practice are explored and applied in seminars and fieldwork settings. Prerequisite: OT461

OT 561 Level Two Fieldwork IIA 6 CR. HR.
The goal of Level II Fieldwork is to develop competent, entry-level, generalist occupational therapists under the supervision of a qualified occupational therapist. In this first Level II fieldwork course, students will have the opportunity to integrate classroom, service-learning, laboratory, and fieldwork knowledge and skills while applying the OT process in an in-depth occupational therapy service provision experience.
Prerequisite: OT 560

OT 562 Level Two Fieldwork IIB 6 CR. HR.
The goal of Level II Fieldwork is to develop competent, entry-level, generalist occupational therapists under the supervision of a qualified occupational therapist. In this second Level II fieldwork course, students will have the opportunity to further integrate classroom, service learning, laboratory and fieldwork knowledge and skills while applying and analyzing the OT process in an in-depth occupational therapy provision experience.
Prerequisite: OT560

OT 570 Research Writing II 3 CR. HR.
In this course, students will explain, study and apply research-writing skills to the development of the research project report. Prerequisite: OT471

OT 571 Research Seminar 1 CR. HR.

In this course, students will discuss various applications of research including evidence-based practice, presentations, publication, grant proposal and on going professional development. For their final activity in the course, students will develop, organize, implement and evaluate a research seminar of occupational therapy research based on student research projects and will be open to the clinical and general community in the region. Prerequisite: OT471

OT 580 Spirit Within Life: Integral Opportunities for Self and Others as Occupational Therapy 2 CR. HR

This course is designed to provide opportunities for participants to explore the nature of spirit and its operationalization in the life of those who practice in the field of Occupational Therapy.

OT 599 Topic/ Variable 1 - 6 CR. HR.

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.

PC 706 Introduction to the Field of Ministry and Leadership Studies 3 CR. HR.

This course serves as an Introduction to the Field of Ministry and Leadership Studies. Attention is given to the larger cultural context in which the church finds itself at the beginning of the 21st century; pastoral skills; current issues in the church such as language for God and human beings; gender; race and class; vocation and calling; thinking, reflecting, and writing theologically; and personal spiritual discernment. Students develop a statement on calling and vocation, and set learning goals for their theological education based on their degree program goals. The course also includes instruction in developing a portfolio in preparation for the Mid-Degree Review and information on Mentored Practice.

PC 707 Introduction to Pastoral Care 3 CR. HR.

Pastoral Care is at the heart of Ministry. Pastoral care is a matter of being and doing, with the emphasis more often on being rather than doing. Pastoral care engages caregivers throughout the whole range of care giving. A care giver listens carefully, reflects theologically and biblically, dialogues with others in light of their social locations, analyses socio/culturally, and acts with love and justice, helping to restore relationships with God, self and community. To develop these abilities, this course puts the case study in the center.

PC 724 Grief and Bereavement Counseling 3 CR. HR.

This course will assist students in developing skills in working with people experiencing grief and loss. Students will understand the process of grief, address their own mortality, explore issues in thanatology, and examine a theological and pastoral approach to death.

PH 100 Introduction to Philosophy 3 CR. HR.

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 CR. HR.

This course introduces students to the important traditional ethical positions, 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 499 Topic/ 3 CR. HR.

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 100 Introduction to Paralegal Studies 3 CR. HR.

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 CR. HR.

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 CR. HR.

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 CR. HR.

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 CR. HR.

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 CR. HR.

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. Prerequisites: PL100

PL 299 Topic/ 3 CR. HR.

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 CR. HR.

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. Prerequisites: PL205

PL 302 Family Law 3 CR. HR.

Family law covers all major subjects from marriage through divorce and from child support through child abuse and neglect. The main purpose of this course is to introduce major terms, topics, and issues. Prerequisites: PL205

PL 303 Alternative Dispute Resolution 3 CR. HR.

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. Prerequisites: PL100

PL 305 Legal Ethics 3 CR. HR.

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. Prerequisites: PL100

PL 401 Domestic Violence Law 3 CR. HR.

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: CJ101 or PL100

PL 403 Advanced Legal Writing 3 CR. HR.

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. Prerequisites: PL205

PL 405 Workers Compensation 3 CR. HR.

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. Prerequisites: PL203, PL205

PL 407 Law Office Management 3 CR. HR.

This course is directed at students who choose a legal career, whether as a manager, paralegal, secretary or attorney. The course will inform students of how a law office is managed, rather than how to manage a law office. Students learn: knowledge about the different legal industries/careers; law office functions; essential skills related to internships, job searches, client interviews, witness interviews, expert witness interviews and file preparation and indexing. Prerequisite: PL100, PL203 and PL205

PL 498 Paralegal Internship Variable 3 -9 CR. HR.

This course will require a student to serve as an intern with a professional in a work setting that requires and develops both legal knowledge and approaches to problem identification, analysis, and critical thinking. The student will be evaluated by both the internship supervisor and the professional from the work setting. The student is required to be in the work setting for at least 120 hours during the semester. This internship provides students with a unique way to gain real life experience in the legal arena in combination with acquiring course credit. Prerequisites: PL100, PL200, PL203, PL204, PL205, College Level=Junior or Senior or by permission

PL 499 Topic/ 3 CR. HR.

This course is intended to provide the opportunity to offer advanced courses in paralegal studies that would not normally be a part of the Husson curriculum. As such the topics will depend upon the interests of students and faculty.

PT 200 Introduction to Physical Therapy 0 CR. HR.

A seminar based non-credit course to introduce pre-professional students to the curriculum and profession of Physical Therapy.

PT 399 Topic/ 3 CR. HR.

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 pre-professional phase of the physical therapy program. Prerequisites: SC121, SL121, SC122 and SL122

PT 400 Clinical Education I 4 CR. HR.

This course is an eight week full-time basic physical therapy skills affiliation scheduled in the summer following the first professional year. It is designed to provide the learner with competency in the beginning clinical skills of client-therapist interactions, case history development, simple musculoskeletal and functional assessments, application of simple treatment techniques and modalities, participation in the planning and design of treatment program, and basic to intermediate skills in the orthopedic management of peripheral joint dysfunction. Pre-requisite: PT515 and PT550

PT 410 Gross Anatomy 4 CR. HR.

An in-depth study of gross anatomy with an emphasis on muscular, skeletal, neural, and vascular structures and systems. Course content will pay particular attention to functional anatomy of the appendages and their associated girdles, the back, and the head and neck. Lecture and classroom discussions are combined with cadaver dissections to provide a thorough and clinically relevant knowledge base for subsequent diagnostic and treatment-centered courses.

PT 411 Kinesiology and Biomechanics 3 CR. HR.

A comprehensive study of human movement with an emphasis on biomechanical and kinesiological concepts of normal and pathological movement of each body region. The course will include lecture and laboratory components that will integrate fundamental mechanical and kinesiological principles in the analysis of joint motion throughout the body. The course builds on anatomical knowledge to give students an in-depth appreciation of how normal and abnormal structure of the body influence movement.

PT 412 Motor Control and Learning 3 CR. HR.

This course provides students with an overview of current theoretical and applied perspectives in the field of motor control and learning and discusses their implications 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 treatment of patients stemming from both approaches will be examined. This analysis will allow students to constructively criticize current assumptions underlying motor control for 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 patient treatment approaches. Prerequisites: PT411

PT 415 Therapeutic Skills I 3 CR. HR.

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. Prerequisite: Permission Required

PT 416 Therapeutic Skills II 1 CR. HR.

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. Pre-requisite: PT415

PT 417 Physical Agents I 2 CR. HR.

This course is designed to introduce the students to the scientific and clinical principles involved in the use of physical agents (modalities) in patient assessment and treatment. The course focuses on thermal, light, sound,

electrophysiological, and mechanical agents used by physical therapists to treat patients, and explores the physics, physiology, and clinical aspects of commonly used modalities. The lab part of the course is designed to introduce the student to the use of therapeutic modalities in patient treatment and allow them to practice application of modalities introduced in lecture, The aim of the course is for the student to understand the indications and contraindications of thermal, sound, and mechanical modalities and to acquire the skills to be able to safely apply them to patients during the first clinical placement. Prerequisite: Permission Required.

PT 418 Physical Agents II 1 CR. HR.
This is the second part of a two part lab series that builds on content acquired in PT 417. This course focuses on the practice of electrical stimulation and biofeedback used by physical therapists in the treatment of patients. The aim of this course is for the student to understand the indications and contraindications of these modalities and to acquire the skills to be able to safely apply them to patients during the first clinical placement. Pre-requisite: PT417

PT 420 Life Cycles I 3 CR. HR.
This course, the first in a two-course sequence, presents the relationship of structure and function to the development of movement skills across the entire life span. Normal physical development and normal movement of an individual is described from the time of conception through old age with emphasis on children under five years and adults over sixty-five years. Students will be introduced to movement disorders that are characteristic of specific age stages. This course is taught from a life span perspective in which social, psychological, and physical factors all interact to influence function. Prerequisites: PT410, PT411, PT415, PT417, PT505

PT 425 Exercise Physiology 3 CR. HR.
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. Pre-requisite: SC121, SC122 and SC291

PT 430 Professional Issues I 2 CR. HR.
This experiential course is designed to guide the student in the attainment of attitudes, behaviors, and values appropriate to a healthcare practitioner. Through an examination of physical therapy as a profession, students will identify the changing and emerging roles of the physical therapist in the current healthcare environment. Students will be introduced to professional ethics, practice expectations, laws and regulations that define and limit the scope of physical therapy practice. Prerequisites: Permission Required.

PT 432 Healthcare Communication and Documentation 2 CR. HR.
A course emphasizing the practice and assessment of effective communication skills used with patients, families and other health care professionals. Verbal communication, non-verbal communication, and medical documentation are included. Issues relevant to physical therapy practice are used as vehicles for the practice of communication skills. Prerequisites: PT410, PT411, PT415, PT417, PT505

PT 435 Principles of Physiology 3 CR. HR.
This course provides an overview of human physiology required for the understanding of clinical conditions in patients referred for physical therapy. Pre-requisite: SC121, SC122 and SC291

PT 450 Neurophysiology 3 CR. HR.
This course will give students a basic understanding of the neuroanatomical and neurophysiological substrates underlying human perception, movement, cognition and language. The course will pay particular attention to the sensory and motor systems that contribute to the control of posture and movement. Both normal and pathological functioning of the nervous system will be discussed. Common dysfunctions of the neuromuscular system will be addressed through lectures, student literature reviews, and classroom discussion. Students will be required to review recent neuroscience research investigating commonly encountered neural pathologies. Clinical illustrations will be discussed throughout the course. This discussion will include etiology, pathology and therapeutic and pharmacological treatment options where applicable. The course will enable students to apply neuroanatomical knowledge in analyzing a collection of patient signs and symptoms to determine the location and type of CNS lesion. Prerequisites: PT410, PT411, PT415 and PT417

PT 500 Clinical Education II 4 CR. HR.
An eight-week full-time clinical experience during the fall semester of the second professional year. This course is designed to provide the student with competency in the intermediate to entry level skills of managing musculoskeletal dysfunction, basic to intermediate skills of managing patients with neurological dysfunction, and exposure to administrative functions of the physical therapist. Pre-requisite: PT400, PT510 and PT552

PT 501 Research Methods I 2 CR. HR.
This course is the first in a six course sequence that ends with the completion of a group research project. It is designed to provide students with an introduction to the basic research concepts and methods used in physical therapy. Course work prepares students to review, evaluate, and utilize professional literature in order to critique original research that address the issues in physical therapy. Students will also conduct a literature review and propose a testable research study. Prerequisites: PT412, PT416, PT418, PT420 and PT450

PT 502 Research Methods II 2 CR. HR.
This course is designed to build upon the concepts learned in Research Methods I and to provide students the opportunity to apply research concepts to allied health sciences in general and physical therapy in particular. The course covers the fundamentals of different statistical techniques used for analyzing data. It also covers information about protecting the rights of human subjects enrolled in research endeavors. Student will complete a group research proposal by conducting a literature review, providing details of the methodology to be utilized, and proposing an analysis plan for the data. Students will submit the detailed proposal to the Institutional Review Board for approval. Prerequisites: PT410, PT411, PT415, PT417, PT505

PT 505 Advanced Human Physiology 3 CR. HR.
This course provides an overview of human physiology required for the understanding of clinical conditions in patients referred for physical therapy. Prerequisites: SC121, SC122, SC291 Permission Required.

PT 510 Neuromuscular I 3 CR. HR.

This course provides students with an overview of the examination and treatment of the adult client with a neurological lesion. It presents the philosophies underlying the major treatment approaches, and discusses strengths as well as limitations of these philosophies. The course focuses on the patient who has had a cerebrovascular accident, however the principles presented in this course can be applied to patients with a variety of neurological lesions. A hypothesis-based approach to development of an intervention strategy will be presented and emphasized. Laboratory sessions focus on hands-on management techniques for the patients with neurological deficits. Students will be required to read and critically analyze primary literature related to neurological rehabilitation. Prerequisites: PT420, PT412, PT416, PT418, PT450

PT 515 Therapeutic Skills III 3 CR. HR.

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. Prerequisites: PT412, PT416, PT418, PT420 and PT450

PT 516 Therapeutic Skills IV 3 CR. HR.

This is the last of four courses designed to introduce students to the scientific and clinical principles involved in therapeutic skills used in patient care. This course will build on the orthopedic evaluation, assessment and intervention skills from PT 550 Musculoskeletal I, PT 552 Musculoskeletal II, and PT 530 Chronic Conditions. This course will address lower extremity biomechanical assessment and intervention, the manual assessment and treatment techniques from a McKenzie approach to low back pain, and a Muscle Energy approach for the spine and pelvis. Students will also be instructed in Australian Lumbar Stabilization concepts and back schools. Other course topics include craniomandibular orthopedic disorders, lymphedema and serial casting procedures. Prerequisites: PT550, PT510, PT525, PT515, PT528

PT 520 Life Cycles II 3 CR. HR.

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. Prerequisites: PT515, PT528 and PT550

PT 525 Exercise Physiology 3 CR. HR.

This course uses a combination of lectures and labs. The first half of the course examines the body's response to exercise and the remainder of the classes consider the implications of these responses for training and rehabilitation. Lectures cover bioenergetics, metabolism, and endocrine function and relate these concepts to energy production during exercise. The course content also examines the response of the cardiovascular, cardiopulmonary and nervous systems to acute and chronic aerobic exercise and to aerobic and resistance training. In addition, students will consider how aging affects the body's response to exercise and training. Students will learn how the principles of frequency, intensity, duration, specificity, and reversibility affect training for performance. They will use this information to identify how impairments in special populations,

such as people with heart disease, chronic lung disease, osteoporosis, spinal cord injuries, renal failure and diabetes, limit exercise and to develop exercise prescriptions for these individuals. Prerequisites: PT412, PT416, PT418, PT420, PT450

PT 528 Ethical/Legal/Management Issues in Physical Therapy 3 CR. HR.
This course allows the student to explore in detail the many legal and ethical issues inherent in the United States health care system. Tools such as the APTA code of Ethics and Standards of Practice, and the Maine Practice Act for Physical Therapy will be utilized while students resolve frequently encountered ethical and legal dilemmas through case study. The course also examines current issues and trends in physical therapy clinical management. Topics such as: reimbursement, human resource management, quality, risk, and information management are covered, to name only a few. Prerequisites:
PT412, PT416, PT418 PT420, PT450

PT 530 Rehabilitation of Chronic Conditions 3 CR. HR.
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. Prerequisites: PT515 and PT550

PT 431 Psychosocial Aspects of Physical Therapy 3 CR. HR.
The purpose of this three-credit experiential course is to guide the student in the attainment of attitudes, behaviors, and values appropriate to a healthcare practitioner. Through an examination of physical therapy as a profession, students will identify the changing and emerging roles of the physical therapist in the current healthcare environment. Students will be introduced to professional ethics, practice expectations, laws and regulations that define and limit the scope of physical therapy practice. Effective verbal and written communication skills will be emphasized, using issues relevant to physical therapy as vehicles for the practice of communication skills.

PT 550 Musculoskeletal I 3 CR. HR.
This course provides an introduction to examination, evaluation and treatment for orthopedic conditions with the emphasis on peripheral conditions. Students learn and practice screening examinations and joint specific examinations including special tests. Differential diagnosis through selective tissue tensioning lays the initial foundation for patient case development and practice throughout the course. Students examine commonly utilized orthopedic outcome tools for reliability and validity. Pre-requisite: PT416 and PT418

PT 552 Musculoskeletal II 3 CR. HR.
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. Pre-requisite: PT515 and PT550

PT 554 Musculoskeletal III 3 CR. HR.

This is the third of three courses designed to introduce students to the scientific and clinical principles involved in the evaluation and treatment of orthopedic conditions treated by physical therapists. This course will allow students to acquire more advanced skills in the evaluation and treatment of pelvic girdle, spinal, rib cage and temperomandibular joint related orthopedic pathologies and disorders. Manual therapy techniques will be discussed based on the biomechanics of the skeletal joints. Adjunctive treatment procedures used in orthopedics will be discussed. The goal of this course is to prepare the student to evaluate and treat common disorders of the spine, pelvic girdle, and rib cage and to be able to differentiate between distal and proximal nerve pathologies. Intervention approaches will emphasize the concept of identifying the tissue or tissues in lesion when possible and applying the Optimum Stimulation for Regeneration via manual therapy techniques and exercise. Major emphasis will be placed on Nordic manual techniques with frequent reference to Australian manual therapy concepts and Medical Exercise Training concepts. Case studies will be used to help students apply the concepts. Pre-requisite: PT515, PT550 and PT552

PT 560 Cardiorespiratory 3 CR. HR.

This course uses a mix of lectures, labs and small group sessions as well as independent study to help the student develop competencies in assessment and treatment of cardiopulmonary impairments and associated disabilities so that they can provide safe and effective patient interventions. Students will develop assessment skills that will enable them to identify acute and chronic cardiopulmonary/cardiovascular impairments across the lifespan and to choose and apply treatment strategies appropriate to the problems identified during their assessment. Prerequisites: PT528, PT552 and PT601

PT 561 Pathophysiology 3 CR. HR.

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. Pre-requisite: PT450 and PT550

PT 599 Advanced Physical Therapy Elective 3 CR. HR.

This course provides advanced study in small groups of varying areas related to physical therapy practice. Each student chooses two electives in the fifth year of the PT program. Prerequisites: PT603, PT608, PT610 and PT650

PT 600 Clinical Education III 4 CR. HR.

An eight-week full-time clinical experience during the summer semester following the second professional year. This course is designed to provide the student with competency in the intermediate to entry level skills of managing musculoskeletal dysfunction; basic to intermediate skills of managing patients with neurological, cardiopulmonary, and integumentary dysfunctions; and basic to intermediate administrative functions. Prerequisite: PT500, PT530, PT554 and PT560

PT601 Research Methods I 1 CR. HR.

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. Prerequisites: MS342, PT412, PT420, PT450, PT515 and PT550

PT602 Research Methods II 1 CR. HR.
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. Prerequisites: PT528, PT552 and PT601

PT 603 Research Methods III 2 CR. HR.
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. Prerequisites: PT520, PT554, PT560, PT561 and PT602

PT 604 Research Methods IV 3 CR. HR.
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. Prerequisites: PT603, PT608, PT610, PT650 and PT661

PT 605 Advanced Anatomy 1 CR. HR.
This course provides a review of neural, vascular, and musculoskeletal anatomy initially covered in the first gross anatomy course. This review will make use of previously prosected cadaveric specimens as it integrates knowledge of anatomical pathology learned in previous clinical physical therapy courses. This course serves as a review for the physical therapist licensing exam. Prerequisites: PT603, PT608, PT610, PT650 and PT661

PT 608 PT Management of Children with Neurologic Dysfunction 3 CR. HR.
This course is designed to provide the PT student with clinical specialty skills in pediatric neuro-rehabilitation. Students will develop competencies in the assessment and management of the child diagnosed with any of the primary neurological conditions found in pediatrics. A holistic view of the child is stressed, especially the interrelationships among the child, the family, and the community. Prerequisites: PT552, PT560, PT520

PT 610 Neuromuscular II 3 CR. HR.
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. Prerequisites: PT552, PT560, PT520

PT 615 Advanced Spinal Manual Therapy 3 CR. HR.

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. Prerequisites: Permission Required

PT 616 Sports Medicine 3 CR. HR.

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. Prerequisites: Permission Required

PT617 Orthotics & Prosthetics 2 CR. HR.

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: PT554 and Permission Required

PT618 Health and Wellness 3 CR. HR.

This course is designed as an overview of health and wellness as it can be incorporated into a physical therapy practice. This course will review statistics, risks, treatment options, and prevention strategies for many chronic health problems. Age and gender differences will be reviewed in the discussion of treatment and prevention strategies. Students will work in groups to develop and present a health and wellness business proposal. The final copy of this proposal will be in format suitable to deliver to the student's next employer. Prerequisite: PT661 and PT664 and permission required

PT 620 Primary Health Care 2 CR. HR.

This course provides students with an overview of patient interview and evaluation techniques for the primary health care provider. As autonomous practitioners, physical therapists are responsible for identifying factors that affect a patient's response to treatment and may necessitate referral to a physician for follow-up and treatment. This course uses a case-based approach to the medical screening process to help students develop interview and evaluation skills that facilitate this process. In addition students will learn to use pharmacological and basic laboratory data essential to the screening process. Prerequisites: PT608, PT610 and PT650

PT 630 The Physical Therapist as Educator, Consultant and Advocate 2 CR. HR.
This seminar course is designed to provide an examination of the educational factors supporting successful adult learning within health care settings. Students will examine the impact of identity differences (race, ethnicity, class, gender, disability and other identity differences), adult development theories and learning theories in the education of adults. Students will explore the educational principles and methodologies needed to educate various constituencies within healthcare. Through the application of theories, principles, and methodologies in a community health project, students will acquire the pedagogical foundations to develop, deliver, and evaluate educational products for their clients, professional peers and physical therapy students. Prerequisites: PT552, PT560 and PT520

PT 640 Medical Imaging and Rehabilitation 1 CR. HR.
This CD-based and online course will provide the PT clinical doctoral learner with the tools needed to interpret and apply specialized medical imaging information to the rehabilitation patient. Musculoskeletal imaging is emphasized. A basic introduction of imaging techniques for other physiological systems (CNS, Heart, lung, vascular tree) will also be incorporated (Doppler ultrasound, V/Q scan, echocardiography, radioisotope testing, etc.). This course strengthens physical therapist clinical expertise in comprehensive patient evaluation, diagnosis, treatment planning, and physician interaction. The course requires completion of a 12-hour learning CD plus 4 hours of either online or on-campus class discussion of case studies. Pre-requisite: PT560, PT510 and PT552

PT 642 Pharmacology and Rehabilitation 1 CR. HR.
This CD-based and online 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. The course requires completion of a 13-hour learning CD plus 4 hours of either online or on-campus class discussion of case studies. Pre-requisite: PT560, PT510 and PT552

PT 650 Patient Care Seminar I 2 CR. HR.
This is a seminar course in which the management of variety of actual cases is discussed in small groups. Students will each present both a written and an oral case study, based on a real patient they treated during Clin Ed II. The overall management of the patient, from initial examination to discharge from PT services, as well as follow-up care will be discussed. Discussion will focus on the strengths of the patient management provided, as well as areas that could have been improved. Evidence-based practice, and reflective practice are emphasized. Prerequisites: PT552, PT560, PT520

PT 652 Patient Care Seminar II 1 CR. HR.
This 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. Prerequisites: PT603, PT610, PT650, PT608

PT 660 Cardiorespiratory II 3 CR. HR.
This course builds on the assessment and treatment skills that students developed in PT 560. It is divided into 3 modules: critical care, cardiac rehabilitation and pulmonary rehabilitation. Students participate in lectures,

labs and observational experiences in hospital to develop the skills needed to assess and treat complex patients with multi-system involvement. They also volunteer in community-based cardiac and pulmonary rehabilitation programs in order to develop the skills needed to assess and treat patients encountered in these settings. Students will be challenged to defend patient interventions using evidence from current literature. Prerequisites: PT552, PT560, PT530, PT516, PT520

PT 661 Exercise for Special Populations 3 CR. HR.
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. Pre-requisite: PT560 and PT561

PT 664 Geriatrics 3 CR. HR.
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. Pre-requisite: PT560

PT 700 Clinical Education IV 4 CR. HR.
This is the final eight-week full-time clinical experience, scheduled during the spring semester of the final professional year. This course is designed to provide the student with competency in the entry level skills of managing patients with simple to complex musculoskeletal dysfunction, neurological dysfunction, cardiopulmonary dysfunction, integumentary problems, or complex medical conditions, as well as entry level skills in the administrative functions of the physical therapist. Pre-requisite: PT600, PT610 and PT661

PY 111 General Psychology 3 CR. HR.
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 231 Social Psychology 3 CR. HR.
This course exposes the student to classic research in the field of social influence and perception. Students are introduced to several concepts that provide understanding of the world in new ways. Prerequisites: PY111

PY 234 Physiological Psychology 3 CR. HR.
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. Prerequisites: PY111

PY 241 Human Growth and Development 3 CR. HR.
This course includes physiological processes of development including conception, prenatal growth, birth, maturation, and aging, provide a framework for examining the cognitive, affective and social development of the individual during his/her life-span. Prerequisites: PY111

PY 331 Interpersonal Relations 3 CR. HR.
This course provides an inclusive core of scientific information and functional skills concerning communication and interpersonal relations based on psychological principles. Practice in applying this information and these skills toward improved personal functioning in all life environments is strongly promoted. Prerequisites: PY111

PY 332 Abnormal Psychology 3 CR. HR.
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. Prerequisites: PY111

PY 333 Psychology of Personality 3 CR. HR.
This is a critical review of methods and content in the study of personality. The development of the field, with attention to recent applications of scientific methods to problems of personality, is examined. A survey of major theories of personality is undertaken. Prerequisites: PY111

PY 334 Leadership 3 CR. HR.
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. Prerequisites: PY241

PY 335 Introduction to Rehabilitation 3 CR. HR.
The course will provide a basic foundational study of rehabilitation counseling with a conceptual overview of the professional, historical, theoretical and research foundations, as well as the counseling applications of the rehabilitation profession. Prerequisites: PY241, PY332

PY 341 Gerontology 3 CR. HR.
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. Prerequisites: PY241

PY 342 Research Methods 3 CR. HR.

In this course students will cover basic topics in research methodology in psychology. They will learn how to develop research questions, identify problems inherent in many research designs, and how to present their findings. They will also cover ethical issues related to research with human beings and animals. Prerequisites: PY111, MS132

PY 344 Early Childhood 3 CR. HR.

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. Prerequisites: PY241

PY 345 Counseling and Psychotherapy 3 CR. HR.

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. Prerequisites: PY241, PY332, PY333

PY 346 Adolescent Psychology 3 CR. HR.

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. Prerequisites: PY241

PY 347 Sexual Abuse Trauma and Recovery 3 CR. HR.

The theory and methodology of trauma counseling, sexual abuse and the effects of abuse upon the victims, is examined. The therapist's role in gaining awareness of abuse, and 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, are also studies. Prerequisites: PY241, PY332, PY345 and Permission Required.

PY 389 Educational Psychology 3 CR. HR.

This 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 and 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 fourth year course. Students will identify and reflect on the principles of educational psychology upon past visits to their assigned schools.

PY 411 Psychological Tests and Measurements 3 CR. HR.

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. Prerequisites: MS111, MS132, PY332, PY342

PY 412 Social Service Field Placement 3 CR. HR.

Social Services Practicum in Psychology is designed to provide students experiences in which others are assisted or served. Students select a developmental stage of interest or identified group with a specific need, then participate in an existing program or develop a project that can assist people of this stage or identified population in need. The course content is individualized so that students explore personal and professional interests while participating in a social service project. Students' experiences are shared during classes so that class members benefit from others experience. Prerequisites: PY 241 and PY345.

PY 413 Field Placement 3 CR. HR.

Field Placement in Psychology is designed to introduce students to the actual fieldwork in mental health that is related to their career goals. This is a highly individualized class that is structured to meet the individual educational and career related needs of each student. Weekly class meetings will focus on issues relevant to providing mental health services to patients, becoming aware of various systems that support provision of mental health services, and increasing one's self-awareness in regards to working in mental health systems and providing mental health services. Students must receive approval from their advisor before they can register. Prerequisites: PY412 and by permission

PY 421 Psychology of Health 3 CR. HR.

This course will cover the basic topics in health psychology. Students will learn how the biopsychosocial model acknowledges the importance of caring for the whole person in maintaining good health Gender and cultural differences and how they affect ones overall health will also be covered, as well as how the aging process influences health from infancy to old age. Prerequisites: PY111

PY 422 Diversity, Multiculturalism and Counseling 3 CR. HR.

This course critically explores an array of cultural forces as well as issues entailed by lifestyle diversity that may help play significant roles in shaping clinical understanding, counseling strategies, and approaches to assisting individuals with emotional or psychological difficulties or who are experiencing problem in making adaptive adjustments to life's many transitions. Prerequisite: PY345

PY 431 Behavior Modification/Seminar in Learning 3 CR. HR.

This is an advanced course examining how learning principles influence human behavior. The extension of these principles and concepts emerging from the experimental analysis of behavior to problems of behavior modification in academic, social, and industrial settings is studied. Prerequisites: PY332 and PY333

PY 442 Seminar in Psychology 3 CR. HR.

This is a capstone course designed to review the academic work and empirical experiences of psychology majors in the field, but not excluding the incorporation of other academic and collegiate experiences from

psychology's point of view. Additionally, this course provides students the opportunity to explore topics they deem important. The course helps prepare students for program completion and a smooth transition from collegiate to professional life. It also provides a review of the students' academic experiences and verifies that all of the collegiate co-curricular expectations have been met. Prerequisites: College Level=Senior, Major=BS Psychology - Crim Justice or BS Psychology - General or Clinical

PY 490 Forensic Psychology 3 CR. HR.
This course is intended to introduce and review the basic theoretical and practical applications of forensic psychology in our society. Specifically, the student will be introduced to concepts 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 introduction to custody, competency and discrimination determinations. Students will gain an in-depth understanding of each core topic as well as an appreciation of how each contributes to the broader domain of the criminal justice system. Prerequisites: CJ 101, PY111, and PY332

PY 499 Topic/ Variable 1 -3 CR. HR.
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. Prerequisites: PY111 and College Level = Junior or Senior

PY 701 Counseling Professional Identity, Function, Ethics 3 CR. HR.
This course introduces students to concepts regarding the professional functioning of counselors, including history, roles, professional organizations, ethics, legalities, standards, and credentialing. Current issues in therapeutic practice in a variety of professional settings are explored.

PY 702 Human Growth and Development 3 CR. HR.
This course includes a survey of the physiological, social, and psychological factors that influence the development of personality. It seeks to understand what makes a person distinctively different, along with a critical evaluation of various theories of personality development.

PY 703 Research and Program Evaluation 3 CR. HR.
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.

PY 704 Ethnicity, Families, and Counseling 3 CR. HR.
This course focuses on the contribution of ethnic background to family makeup and functioning. Major ethnic minorities are studied along with the counseling approaches appropriate to each.

PY 705 Theories of Counseling 3 CR. HR.
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.

PY 710 Counseling Techniques 3 CR. HR.

An intensive counseling experience designed to enhance self-awareness, promote personality exploration, and provide case discussion and analysis. Fundamentals of the therapeutic relationship and essential skills are examined.

PY712 Group Process 3 CR. HR.

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.

PY 721 Assessment in Counseling 3 CR. HR.

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.

PY722 Career Development and Counseling 3 CR. HR.

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.

PY 799 Topic/ Variable: 1 - 12 CR. HR.

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.

PY 805 Diagnosis and Treatment of Addictive Behaviors 3 CR. HR.

The physiological and psychosocial effects of various drugs are discussed, along with current information on addictive patterns and behaviors of individuals. Emphasis is placed on counseling skills and techniques in working with various types of addictive individuals.

PY 810 Human Sexuality 3 CR. HR.

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.

PY825 Psychopharmacology and Counseling 3 CR. HR.

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.

PY 825 Psychopharmacology and Counseling 3 CR. HR.
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. Prerequisite: PY710

PY 826 Cognitive Behavior Therapy 3 CR. HR.
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.

PY 827 Crisis Intervention 3 CR. HR.
This course provides an understanding of the theory and practice of crisis intervention, short term crisis and its counseling intervention strategies, and the responsibilities of the therapeutic milieu in crisis intervention.

PY 846 Psychopathology and Counseling 3 CR. HR.
A study of behavioral deviations, determining factors and differential diagnoses of behavior considered to deviate from normal patterns. Special attention is given to the Diagnostic and Statistical Manual.

PY 867 Clinical Diagnosis and Treatment Planning 3 CR. HR.
Students become knowledgeable of the principles of clinical diagnosis and the development of treatment plans; includes the use of the current edition of the Diagnostic and Statistical Manual. Prerequisite: PY701, PY705 and PY846

PY 868 Capstone Course 3 CR. HR.
Students in the 60-hour track will complete supervised counseling and counseling related experiences in a professional setting. The primary focus is the development of counseling skills. Students in the 36-hour track will complete a supervised experience in their area of interest, thesis, or special project that has been pre-approved by the department. Students in the 36-hour track may enroll in PY 868 only during their final trimester of studies. Prerequisite: PY867

PY 890 Practicum 3 CR. HR.
This course provides practical clinical instruction and experience in counseling for the purpose of developing individual and group counseling skills. These experiences are similar to what a professional counselor would be expected to perform and would facilitate the internship experience. Prerequisites: PY846 and PY867

PY 891 Counseling Internship I 3 CR. HR.
This course offers student participation in a clinical experience under supervision in an approved agency along with supervision by a college faculty member. Prerequisites: PY701, PY703, PY712 and PY890

PY 892 Counseling Internship II 3 CR. HR.
This course offers student participation in a clinical experience under supervision in an approved agency along with supervision by a college faculty member. Prerequisites: PY701, PY703, PY712 and PY891

RX 301 Complementary & Alternative Medicines 2 CR. HR.
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. Corequisite: Concurrent enrollment with RX 361

RX 311 Medical Physiology and Pathophysiology I 4 CR. HR.
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. The course will include clinical symptom presentation and cellular basis of disease. Prerequisite: Anatomy and Physiology, Concurrent enrollment with Medical Biochemistry.

RX 312 Medical Physiology and Pathophysiology II 4 CR. HR.
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: RX 311

RX 321 Drug Action 4 CR. HR.
Chemical properties of drug emphasis: ADME, bio-distribution, basic principles/ concepts of pharmacology, SAR, toxicology. Course content includes medicinal chemistry and intro to pharmaceutics. Corequisite: Concurrent enrollment in RX 361

RX 322 Drug Action II with lab 4 CR. HR.
Pharmaceutical calculations, drug delivery, formulations, kinetics; includes pharmaceutics and sterile compounding lab. Continues with med chem. and pharmaceutics emphasis; chemical properties of drugs. Prerequisite: RX 321

RX 331 Cognitive, Communication and Case-based Critical Thinking I 3 CR. HR.
Introduction to practice of pharmacy, drug info, clinical lab tests; introduction to problem solving/ critical thinking; basic pharmacy law. Top 100 drug review. Prerequisite: First semester professional standing.

RX 332 Cognitive, Communication and Case-based Critical Thinking II 3 CR. HR.
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: RX 331

RX 342 Medical Microbiology 3 CR. HR.
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: RX 361

RX 350 Introductory Pharmacy Practice Experience I 3 CR. HR.
(Basic Community or Hospital Pharmacy)
An introductory pharmacy practice experience that involves actual practice experiences in a community practice setting and permits the student, under appropriate supervision and as permitted by practice

regulations, to develop a understanding of the basic tenets of community practice setting. Prerequisite: Successful completion of all P1.1 requirements

RX 352 Communications and Ethics 2 CR. HR.
An understanding of the foundations of clinical communication, including direct and indirect clinical communication techniques to increase the participation of patients in achieving positive clinical outcomes and maximizing their health-related quality of life. Common ethical issues will be discussed.
Co-requisites: Concurrently enrolled in RX332

RX 361 Medical Biochemistry 3 CR. HR.
General overview of major metabolic pathways, electrolyte balances and enzymatic systems important for drug pharmacodynamics.

RX 401 Pharmacy Management 3 CR. HR.
The management aspects of pharmacy related to human and fiscal resources.

RX 411 Clinical Research Design 3 CR. HR.
An overview of clinical studies for medications and develop expertise in evaluation of the pharmacy literature. Students will learn statistics with a clinical emphasis.

RX 412 Pharmacogenomics and Biotechnology 3 CR. HR.
Overview of current and future impacts of pharmacogenomics, proteomics and biotechnology on patient-centered pharmaceutical care.

RX 421 Drug Action III 4 CR. HR.
Pharmacology of drug classes. Following organ system sequence of P1 year; mechanisms of action of specific drug classes and major therapeutic indications; adverse/side effects, safety.

RX 422 Drug Action IV 4 CR. HR.
Continued emphasis on pharmacology and pharmacodynamics following organ system sequence.

RX 431 Cognitive, Communication and Case-based Critical Thinking III 3 CR. HR.
Problem solving sections will continue with case-based review of problems and patient-centered care approaches that coincide with topics in the Drug Action course.

RX 432 Cognitive, Communication and Case-based Critical Thinking IV 3 CR. HR.
Continuation of problem solving case-based review of problems and patient-centered care approaches that coincides with topics in the Drug Action course.

RX 442 Pharmacoeconomics 3 CR. HR.
Overview of economic theory and practice as it applies to typical pharmacy practice operations. Drug costs, drug utilization, insurance structure and function within the healthcare system and formulary management will be addressed.

RX 450 IPPE II – Basic Community or Hospital Pharmacy 3 CR. HR.
opposing practice to P1 J-term

RX___ Elective I 2 CR. HR.

RX___ Elective II 2 CR. HR.

RX501 Sociopharmacy 3 CR. HR.
Reinforcement of communication skills with an emphasis on awareness of cultural and social influences on patient expectations and responses to pharmacotherapeutic interventions.

RX 511 Pharmacy Law and Ethics 3 CR. HR.
Discussion of federal and state statutes relevant to the practice of pharmacy, including recent court decisions that impact practice. The interplay between legal decisions and ethical decisions will be highlighted.

RX 521 Drug Action V 4 CR. HR.
Focus on specifics of therapeutics; guidelines and recommendations. Drug interactions, bioequivalency, following same organ-based sequence as for the pathophysiology and the P2 year of the Drug Action sequence.

RX 522 Drug Action VI 4 CR. HR.
The second semester of the exclusive therapeutic focus on major drug classes per guidelines and recommendations.

RX 531 Cognitive, Communication and Case-based Critical Thinking V 3 CR. HR.
Continuation of problem solving case-based review of problems and patient-centered care approaches. This semester will include a journal club with evaluations of recent primary literature reports.

RX 532 Cognitive, Communication and Case-based Critical Thinking VI 3 CR. HR.
The emphasis for this final didactic semester will be to reinforce clinical skills and critical thinking approaches to be sure all students are prepared for their APPEs.

RX 542 Pharmacy Capstone 4 CR. HR.
ADME, SAR, major drug classes and 20 major disease states; Include attending to special populations (age, gender, ethnicity, heritability), and updating to prepare for APPEs.

RX 550 IPPE III – Shadowing Experience 3 CR. HR.

RX 552 Clinical Seminar 2 CR. HR.
Each student will present a seminar on a particular drug of interest.

RX___ Elective III 2 CR. HR.

RX___ Elective IV 2 CR. HR.

RX 601 Inpatient/Acute Care General Medicine 6 CR. HR.

RX 602 Hospital/Health-System Pharmacy 6 CR. HR.

RX 603 Ambulatory Care 6 CR. HR.

RX 604 Community Pharmacy 6 CR. HR.

RX 6___ Elective APPE I 6 CR. HR.

RX 6 Elective APPE II 6 CR. HR.

SC 101Introduction to Nutrition 3 CR. HR.
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.

SC102 General Biology I 4 CR. HR.
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 those who are intending to take further biology courses.

SC 103 General Biology II 4 CR. HR.
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 104 Organismal Biology 3 CR. HR.
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 111 Anatomy and Physiology for Sports Management 3 CR. HR.
This course is designed to cover basic anatomy and physiology as it relates to sports and sports management. Anatomy and physiology of systems involved with movement, exercise, health and physical fitness will be discusses. The course will include sections on general nutrition, inflammation and repair of injuries, and kinesiology (muscles and the mechanics of movement).

Sc 120 - Functional Anatomy and Physiology 3 CR. HR.

Functional Anatomy and Physiology is a one semester, 3 credit lecture with a separate laboratory course designed to give the non-science major knowledge of the human body and its relationship with the environment. Topics covered include: the chemical basis of life, the anatomy & physiology of all organ systems, growth, development, heredity and biotechnology issues.

SC 121 Anatomy and Physiology I 3 CR. HR.

This course provides an in-depth understanding of the structures and functions of the human body and its parts. The course begins with the organization of the human body and descriptive terminology relating to various segments of the body. Cellular anatomy and physiology and study of tissues lead to the study of the organ systems. Topics included in the course are skin, the skeletal system, joints, the nervous system, and muscle.

SC 122 Anatomy and Physiology II 3 CR. HR.

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. Prerequisites: SC121

SC 131 Human Genetics 3 CR. HR.

This course is designed for non-science 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 135 Introduction to Meteorology 3 CR. HR.

This course provides the student with a basic understanding of weather phenomenon and how weather is predicted. Students will master the terminology of weather prediction; explore the water cycle, and how the sun affects weather. The course will also treat atmospheric circulation, cloud formation and identification and students will learn how to make weather assumptions based on observations of temperature, pressure, humidity, wind direction, and sky cover. Students will also learn how weather data is collected and how forecasters make predictions based on previous and current weather observations.

SC 141 Environmental Science 3 CR. HR.

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 150 Astronomy of the Solar System 3 CR. HR.

This is an introductory astronomy course with a virtual observing component that is intended to give the students some basic knowledge about the world in which we live. The primary objective of this class is to help the students understand the solar system. The course will present an overview of the night sky, the constellations, light-telescope and the nature of stars and the galaxies, but the emphasis will be on

understanding our solar system. The Sun, Earth, Moon, planets and their satellites, asteroids and comets will be studied in some detail. No mathematics or physics background is assumed in this course.

SC 151 Conceptual Physics 3 CR. HR.

Conceptual Physics is an introductory physics course with an integrated lab, intended primarily for non-science majors. In this course we will study motion, mechanics, gravity, heat, electricity, magnetism, optics, atomic, nuclear and molecular physics, and relativity. We will also learn about the process by which physicists attempt to understand the intriguing laws of nature. The course will be taught using a combination of lectures, classroom demonstrations and laboratory experiments. Understanding of the fundamental concepts rather than number crunching is emphasized in this course and the equations will serve to refine the concepts and facilitate student's thinking process. Ultimately, it is hoped that by taking this course the student will develop a better appreciation for the natural world.

SC 180 Principles of General Chemistry 3 CR. HR.

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 CR. HR.

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 CR. HR.

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. Prerequisites: SC181

SC 202 Science Immersion 3 CR. HR.

This travel and learn 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 233 Pathophysiology 3 CR. HR.

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. Prerequisites: SC121, SC122

SC 234 Nutrition 3 CR. HR.

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. Prerequisites: SC180 or SC181

SC 240 Evolution and Ecology 3 CR. HR.

This course explores the interaction of biotic and abiotic components in functioning ecosystems. It will examine topics in nutrient cycling, energy flow, population dynamics, and habitat types. The second half of the semester will be dedicated to how ecological factors can give rise to evolutionary change over time. Topics in both micro- and macro-evolution will be explored. The concurrently run lab will train students in local flora, forestry practices, and in the analysis of environmental samples (e.g. water, soil). Prerequisites: SC102, SC103

SC 241 Microbiology 4 CR. HR.

This course provides a broad understanding of both beneficial and harmful microorganisms and their roles in human welfare. Emphasis is placed on the structure, physiology, and control of human pathogens, particularly bacteria and viruses. The lab provides experience in important techniques of culturing, identifying, and controlling microorganisms.

SC 261 Integrated Physical Science I 3 CR. HR.

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. Prerequisites: EH123, MI111 and MS111 or MS141

SC 262 Integrated Physical Science II 3 CR. HR.

Integrated Physical Science II is the second course in the two semester sequence of Physical Science. The sequence is intended for, but not limited to, students planning careers in elementary education. Using environment as a theme, principles of physical sciences are introduced and reinforced through inquiry-based lab activities and field trips. The course covers fundamental concepts of geology, atmospheric science, and space science. Prerequisites: SC261

SC 271 Physics I 4 CR. HR.

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. Prerequisites: MS242 or MS180

SC 272 Physics II 4 CR. HR.

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. Prerequisites: SC271

SC 291 Cell Biology 3 CR. HR.

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: SC102

SC 292 Epidemiology 3 CR. HR.

This course covers 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/ Variable 1 -6 CR. HR.

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 CR. HR.

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 CR. HR.

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. Prerequisites: SC121, SL121, SC122 and SL122

SC 332 Physiological Ecology of Animals and Plants 3 CR. HR.

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. Prerequisites: SC102 and SC103

SC 334 Genomic Biology 3 CR. HR.

This class will explore the structure of the nucleus, patterns of inheritance (traditional genetics), the molecular mechanisms of biological information management (molecular biology), and the technologies that are used to obtain and use the information contained within genomes (genomic science). The course will trace classical

genetics, chromosome maps, the structure of DNA, gene expression and regulation, and the tools of molecular biology and genomic analysis. Prerequisites: SC102

SC 351 Oceanography 3 CR. HR.
This course examines the physical and biological characteristics of the marine environment. Topics include the origin of earth and its oceans, life in the oceans, the history of oceanography, plate tectonics, the nature of water, ocean circulation, waves, tides, shorelines, and coastal regions. A large portion of the course examines the interrelationships between organisms and the marine environment, mariculture marine pollution, and pollution control.

SC 352 Biochemistry 3 CR. HR.
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. Prerequisites: SC122, SC182

SC 360 Biomechanics and Kinesiology in Human Performance 3 CR. HR.
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. Prerequisites: SC122

SC 362 Dynamics of the Earth 3 CR. HR.
This course presents the basic concepts of earth science that include a broad and nonquantitative survey at the introductory level of topics in geology, oceanography, meteorology and astronomy. In geology, the topics emphasized are plate tectonics, volcanic activity, mountain building, minerals and rocks, earthquakes, geologic time and earth history. In meteorology, the specific areas include weather elements, weather patterns and storms. The astronomy unit reviews constellations, the moon, the solar system and beyond. Laboratory activities are included to demonstrate concepts. Within each unit human use and manipulation of physical resources is examined from both a scientific and economic perspective.

SC 381 Organic Chemistry I 3 CR. HR.
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. Prerequisites: SC182

SC 382 Organic Chemistry II 3 CR. HR.
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. Prerequisites: SC381

SC 383 Junior Biology Seminar 2 CR. HR.
This two credit course introduces students to the research process and expectations within the biology major. The major focus is to develop a topic 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 literatures as they investigate their chosen topic. The student is expected to have secured abundant articles relating to their project from the professional literature and have achieved aptitude in reading and understanding them. Finally, students construct a scientific literature review, formulate a question, problem statement or hypothesis, and present a timeline for the completion of their proposed senior thesis research.

SC 393 Physical Chemistry 3 CR. HR.
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: MS132, MS181, SC182 and SC272

SC 394 Analytical Chemistry 3 CR. HR.
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: MS132, MS242 and SC182

SC 410 Motor Learning in Human Performance 3 CR. HR.
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. Prerequisites: SC122

SC 481 Biological Research and Laboratory Safety I 3 CR. HR.
This course serves as the capstone course in the Biology major and is necessarily followed by SC482. In a seminar setting, students will review the primary literature and design a serious, original biological research project for the field, or laboratory. Students will share the results of experiments with classmates in a critical seminar setting. At the end of the semester, students will submit a progress report on their research. Prerequisites: SC383 and Permission Required.

SC 482 Biological Research and Laboratory Safety II 3 CR. HR.
This course serves as the continuation of the "capstone" course in the Biology major and is necessarily preceded by SC 481. Students continue with their laboratory, or field research, in biology. The emphasis during this semester will be on the final collection of data, analysis of those data, and the composition of the final senior paper. Students will continue to share the results of experiments with classmates in a critical

seminar setting. The authors of projects of very high quality will be encouraged to publish their work in the peer-reviewed literature. Prerequisites: SC481

SC 492 Senior Chemistry Research Seminar 3 CR. HR.
This capstone course provides an introduction to research in chemical sciences. In the seminar setting students critically review primary literature sources and design, with the help of the instructor, a serious and original research proposal in theoretical or experimental chemistry. 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: SC 393 and SC 394

SC 499 Topic/ Variable 1 -6 CR. HR.
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 102 General Biology I Laboratory 0 CR. HR.
This laboratory course is to be taken concurrently with SC 102. This course is designed to reinforce the fundamental biology concepts discussed in lecture and introduce students to laboratory procedures and the basics of the scientific method.

SL 103 General Biology II Lab 0 CR. HR.
This laboratory course is to be taken concurrently with SC 103. 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 111 Anatomy and Physiology for Sports Management Lab 0 CR. HR.
This is a laboratory class.

SL 120 Functional Anatomy and Physiology Lab 1 CR. HR.
Functional Anatomy and Physiology Lab is a one credit lab that students take at the same time as taking the lecture part of the course, SC 120. It is a laboratory designed to give the non-science major knowledge of the human body and its relationship to the environment. Topics covered parallel the lecture topics in SC 120 and include: the chemical basis of life, the anatomy and physiology of all organ systems, growth, development and heredity and biotechnology issues.

SL 121 Anatomy and Physiology Lab I 1 CR. HR.
This is a laboratory class.

SL 122 Anatomy and Physiology Lab II 1 CR. HR.
This is a laboratory class.

SL 180 Principles of General Chemistry Lab I 1 CR. HR.
This is a laboratory class.

SL 181 Chemistry Lab I 1 CR. HR.
This is a laboratory class.

SL 182 Chemistry Lab II 1 CR. HR.
This is a laboratory class.

SL 240 Evolution and Ecology Lab 1 CR. HR.
This is a laboratory class.

SL 241 Microbiology Lab 0 CR. HR.
This is a laboratory class.

SL 242 Biotechnology Lab 1 CR. HR.
This is a laboratory class.

SL 299 Topic/ Variable 0 -3 CR. HR.
This course is intended to provide the opportunity to offer introductory courses in laboratory science that would not normally be a part of the Husson curriculum. As such the topics will depend upon the interests of students and faculty.

SL 381 Organic Chemistry I Lab 1 CR. HR.
This is a laboratory class. Prerequisites: SL182

SL 382 Organic Chemistry II Lab 1 CR. HR.
This is a laboratory class. Prerequisites: SL381

SL 393 Physical Chemistry Lab 2 CR. HR.
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. Pre-requisite: SL182 and SL272

SL 394 Analytical Chemistry Lab 2 CR. HR.
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. Pre-requisite: SL182

SL 499 Topic/ Variable 0 -3 CR. HR.
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 101 Introduction to Sports Management 3 CR. HR.
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. Prerequisites: Major=BS Bus Administration - Sport Management

SM 202 Sports Facility Management, Planning Construction and Utilization 3 CR. HR.
This is a resource guide to managing sports facilities for sports managers, athletic directors, sports club managers, and sports consultants. The course will include methodologies for planning and construction of new sports facilities as well as guidelines for evaluating the adequacy of existing sports facilities. Prerequisites: SM101

SM 300 Principles and Qualities of Coaching 3 CR. HR.
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, and game preparation, are also topics for discussion.

SM 303 Sport in Society 3 CR. HR.
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. Prerequisites: SM101

SM 304 Principles of Sports Medicine 3 CR. HR.
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 305 Introduction to Sports Law 3 CR. HR.
This course expands the student's understanding of the principles of law that regulate both the amateur and professional sports industries. It will be assumed that the student has taken Business Law and is familiar with those principles. The course materials will be taken exclusively from the sports industry and will concentrate on the many legal issues that regulate this unique industry. Special emphasis will be placed on the risks of litigation.

SM 407 Psychology of Sport 3 CR. HR.
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 CR. HR.
This course provides and in-depth study of leadership styles and their importance in the field of sports. Prerequisites: College Level=Senior

SM 496 Sports Management Internship 3 CR. HR.
This course is designed to provide sports management students with practical work experience in a sports management environment.

SM 497 Sports Management Internship 3 CR. HR.
This course is designed to provide sports management students with practical work experience in a sports management environment.

SM 498 Sports Management Internship 3 CR. HR.
This course is designed to provide sports management students with practical work experience in a sports management environment.

SM 499 Topic/ 3 CR. HR.
This course provides sports management students the opportunity to research and develop special projects within the realm of sports management. Open to Junior and Senior students only.

SY 201 Principles of Sociology 3 CR. HR.
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 CR. HR.
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 CR. HR.
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. Prerequisites: SY201

SY 222 Cultural Anthropology 3 CR. HR.
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 312 Sociology of Work 3 CR. HR.
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. Prerequisites: SY201

SY 499 Topic/ Variable 1 -3 CR. HR.
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. Prerequisites: SY201

ACADEMIC CALENDAR

2009 – 2010

FALL 2009

August	31	Monday	CLASSES BEGIN
Aug/Sept	31-07	Monday - Monday	Add/Drop Period
October	12-13	Monday – Tuesday	Columbus Day Break – No Classes
	23	Friday	Mid-Term
November	02-08	Monday – Sunday	Student Online Registration
	09-20	Monday – Friday	Registration Advising
	25-27	Wednesday – Friday	Thanksgiving Break
December	11	Friday	Last Day of Classes
	14-17	Monday-Thursday	FINAL EXAMS

WINTER SESSION 2010

Dec/Jan	28-18	Monday – Monday	Winter Session Classes

(No classes on January 1st)

SPRING 2010

January	19	Tuesday	CLASSES BEGIN
	19-26	Tuesday-Tuesday	Add/Drop Period
March	5	Friday	Mid-Term
	08-19	Monday – Friday	Spring Vacation
	22-28	Monday – Sunday	Student Online Registration
March/April	29-09	Monday – Friday	Registration Advising
May	10	Monday	Last Day of Classes
	11-14	Tuesday – Friday	FINAL EXAMS
	15	Saturday	COMMENCEMENT

SUMMER SESSION 2010

May	17	Monday	Summer Sessions Begin
August	27	Friday	Summer Sessions End

(No Classes on May 31st or the Week of July 5th)

2010 – 2011

FALL 2010

August	30	Monday	CLASSES BEGIN
Aug/Sept	30-06	Monday - Monday	Add/Drop Period
October	11-12	Monday – Tuesday	Columbus Day Break – No Classes
	22	Friday	Mid-Term
November	01-07	Monday – Sunday	Student Online Registration
	08-19	Monday – Friday	Registration Advising
	24-26	Wednesday – Friday	Thanksgiving Break
December	10	Saturday	Last Day of Classes
	13-16	Monday - Thursday	FINAL EXAMS

WINTER SESSION 2011

Dec/January	27-17	Monday – Monday	Winter Session Classes

(No Classes January 1st)

SPRING 2011

January	18	Tuesday	CLASSES BEGIN
	18-25	Tuesday-Tuesday	Add/Drop Period
March	4	Friday	Mid-Term
	07-18	Monday – Friday	Spring Vacation
	21-27	Monday – Sunday	Student Online Registration
March/April	28-08	Monday – Friday	Registration Advising
May	9	Monday	Last Day of Classes
	10-13	Tuesday – Friday	FINAL EXAMS
	15	Saturday	COMMENCEMENT

SUMMER SESSIONS

May	16	Monday	Summer Sessions Begin
August	26	Friday	Summer Sessions End

(No Classes on May 30st or the Week of July 4th)

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President, Providence Campus, Johnson & Wales University

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President & CEO, Freightliner of Maine

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Student Trustee

Thomas J. Tierney '71
President & CEO, Vermont Mutual Insurance Company

Randall L. Wadleigh '87
President, Governor's Restaurant

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Founder, Past President, New England School of Communications

Fred M. Wlodarski, M.D.
Associate Vice President, Morgan Stanley Investment

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Christopher Hutchins
George J. Lambert '66
Leo M. Loiselle '63
Clara L. Swan '33
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FACULTY

Cheryl L. Adams 1998
B.S. Florida International University
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B.S. University of Western Ontario
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Ph.D. Syracuse University

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B.S. University of Cincinnati
M.S.N. University of Texas

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B.S. University of Idaho
M.S. University of Wisconsin
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B.S. Maine Maritime Academy
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A.S. El Centro College
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B.A. University of Hartford
M.A. University of Oxford
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B.A. University of Massachusetts
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B.A. University of Maine
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**Administrators with faculty rank*

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Michael Mullane, Dean of the Law School
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Sharon Wilson-Barker, Dean of Students

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