2008-2009 Academic Calendar

SUMMER SESSIONS 2008
May 27  Session 1 begins
June 13  Session 1 ends
June 16  Session 2 begins
July 4   Independence Day Holiday
July 25  Session 2 ends

INTERTERM 2009
Jan. 5   Interterm begins
Jan. 23  Interterm ends
Jan. 24-27 Interterm Break
Jan. 28  Spring Registration

FALL SEMESTER 2008
Aug. 25-29 Faculty Meeting Days
Aug. 30  New Student Move In
Aug. 30-Sept. 1 New Student Orientation
Sept. 2  First day of Fall classes
Sept. 2  Opening Convocation
Sept. 3  New Student Reception
Sept. 10 Last day to add a class for Fall Semester
Oct. 3-4 Homecoming
Oct. 10 Fall Break begins (after last class)
Oct. 15 Classes resume
Oct. 17 Mid-Term grades due
Oct. 22 Last day to withdraw WP
Oct. 31-Nov. 1 Family Weekend
Nov. 6-7 Fall Board Meeting
Nov. 23 Thanksgiving Break begins (after last class)
Dec. 1  Classes resume
Dec. 5  Last day of classes
Dec. 6-7 Reading Days
Dec. 8-12 Final Exams
Christmas Break begins (after last exam)

SPRING SEMESTER 2009
Jan. 29  Spring classes begin
Feb. 6   Last day to add a class
March 6  Spring Break begins (after last class)
March 16 Classes resume
March 20 Mid-Term grades due
March 27 Last Day to Withdraw WP
April 2-3 Spring Board Meeting
April 7  Founder’s Day
April 9  Easter Break begins (after last class)
April 14 Classes Resume
May 6   Last day of Spring classes
May 7-12 Final Exams
May 17  Baccalaureate/Commencement

FINAL EXAMS
May 7-12
May 6
May 3-4
May 1-2
April 30-31
April 28-29
April 27-28
April 24-25
April 23-24
April 20-21
April 19-20
April 17-18
April 16-17
April 13-14
April 10-11
April 8-9
April 5-6
April 3-4
March 31-30
March 28-29
March 27-28
March 24-25
March 23-24
March 20-21
March 18-19
March 15-16
March 13-14
March 10-11
March 7-8
March 5-6
March 2-3
March 1
February 29
February 28
February 27-28
February 25-26
February 24-25
February 21-22
February 19-20
February 17-18
February 14-15
February 12-13
February 9-10
February 7-8
February 5-6
February 3-4
February 1
January 31
January 30
January 28-29
January 26-27
January 24-25
January 21-22
January 19-20
January 17-18
January 14-15
January 12-13
January 9-10
January 7-8
January 5-6
January 3-4
January 1
December 31
December 30
December 29
December 27-28
December 26-27
December 24-25
December 22-23
December 20-21
December 18-19
December 16-17
December 14-15
December 12-13
December 10-11
December 8-9
December 6-7
December 4-5
December 2

THANKSGIVING BREAK BEGINS
November 25
November 24-25
November 22-23
November 20-21
November 18-19
November 16-17
November 14-15
November 12-13
November 10-11
November 8-9
November 6-7
November 4-5
November 2

WINTER BREAK BEGINS
December 14-15
December 12-13
December 10-11
December 8-9
December 6-7
December 4-5
December 2

NEW YEAR'S DAY BREAK BEGINS
January 1
January 3-4
January 1-2
January 1

INTERTERM BEGINS
January 5
January 23
January 30
February 6
February 13
February 20
February 27
March 6
March 13
March 20
March 27
April 3-4
April 10-11
April 17-18
April 24-25
May 1-2
May 8-9
May 15-16
May 22-23
June 1-2
June 8-9
June 15-16
June 22-23

EASTER BREAK BEGINS
April 6-7
April 4-5
April 2-3
March 30-31
March 28-29
March 26-27
March 24-25
March 22-23
March 20-21
March 18-19
March 16-17
March 14-15
March 12-13
March 10-11
March 8-9
March 6-7
March 4-5
March 2

SUNRISE SERVICES
May 15
May 22
May 29
June 5
June 12
June 19
June 26
July 3
July 10
July 17
July 24
August 7
August 14
August 21
August 28
September 4
September 11
September 18
September 25
October 2
October 9
October 16
October 23
October 30
November 6
November 13
November 20
November 27
December 4
December 11
December 18
December 25

RECONCILIATION SERVICES
May 1
May 8
May 15
May 22
May 29
June 5
June 12
June 19
June 26
July 3
July 10
July 17
July 24
August 7
August 14
August 21
August 28
September 4
September 11
September 18
September 25
October 2
October 9
October 16
October 23
October 30
November 6
November 13
November 20
November 27
December 4
December 11
December 18
December 25
Bridgewater College seeks to enroll qualified students regardless of sex, race, color, religion, disability, age or national or ethnic origin. Further, the College does not discriminate on the basis of sex, race, color, religion, disability, age or national or ethnic origin in the administration of its educational policies, employment practices, admissions policies, scholarship and loan programs, and athletic and other college administered programs and activities insofar as any of these groups are defined and protected by federal and Virginia law.

Bridgewater College is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (1866 Southern Lane, Decatur, Georgia 30033-4097; telephone number 404-679-4500) to award the baccalaureate degree. It is also accredited by the State Board of Education of Virginia and offers a state-approved program of teacher education. Bridgewater College is a member of the American Council on Education, the Association of Virginia Colleges and Universities, the Council of Independent Colleges, and the National Association of Independent Colleges and Universities.
Bridgewater College welcomes visitors to its campus and inquiries about its educational program. Athletic, cultural, and social events are open to the public. Visitors should make appointments in advance with persons they wish to see and for guided tours of the campus. For directions to Bridgewater, see page 251.

Photography — Cover photo by Jason Jones. Inside photos by Jason Jones, Ben Blankenburg, Tommy Thompson, Bert Williams, Chappell Graduation Images and courtesy of the Art Department.

The Bridgewater College Catalog is a multi-purpose bulletin, not a contract. Because it serves as an official record of the College, the College Catalog describes the courses of study, explains certain rules and regulations, states the cost of attendance, contains registers of the administration and faculty, and describes other aspects of campus life. All of these items are subject to change from time to time. The catalog, therefore, serves as a reference for faculty and students and also as an introduction to prospective students and their families and friends. The Contents gives the major divisions of the catalog; the Index at the back of the book helps locate specific information of interest.
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CONTACTS AT BRIDGEWATER

402 East College Street | Bridgewater, Virginia 22812-1599
540-828-8000 | general information 800-476-4289 | admissions 800-759-8328 | www.bridgewater.edu

Letters to the College should be addressed according to the nature of the inquiry, as follows:

President – bequests, development program, foundations, institutional research and analysis, intercollegiate athletics, and general matters pertaining to the college

Vice President and Dean for Academic Affairs – personnel matters for academic positions, academic requirements, curriculum, courses of study, and learning disabilities

Vice President for College Relations – admissions, financial aid, marketing, public relations, Leadership Institute, media relations, Web site, graphic design

Vice President for Finance and Treasurer – budget, financial reporting, student accounts, risk management, accounts payable, human resources, facilities, outsourced services, information technology, investment management

Vice President for Institutional Advancement – development program, alumni relations, campaign, bequests, foundations

Dean of Students – general student affairs, physical disabilities, guidance and counseling services, housing

Associate Dean for Academic Affairs – academic matters for students and Personal Development Portfolio (PDP)

Director of Enrollment Operations – catalogs, admission procedures, and information for prospective students

Director of Financial Aid – scholarships and financial aid

Registrar – student records and transcripts

Chaplain – student religious life and activities

Director of Alexander Mack Memorial Library – library program and facility

Director of Career Services – credentials to support applications for employment

Chief Information Officer and Director of IT Center – implementation of technology on campus, computers, phones, ID cards, cable TV

Director of Alumni Relations – alumni activities

Director of Annual Giving – Bridgewater Fund

Director of Human Resources – personnel matters for non-academic positions, benefits

Director of Media Relations – news, Magazine

Director of Planned Giving – bequests, annuities

Director of Sports Information – sports news, publications

FAX NUMBERS (all 540-828-)

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January 2008

In a world that sometimes changes all too quickly, it is often the reliable, traditional element that best equips us to cope and to succeed. Bridgewater College, through its unwavering commitment to high-quality education and the ethical development of the whole person, presents just such a rock-solid foundation – a foundation upon which the skills and maturity needed for a lifetime of achievement can be built.

Our students are academically nurtured in a small, yet diverse, hometown community that values learning, co-curricular activities and service to others. From this unique atmosphere springs the opportunity for students to explore their full academic and personal potentials, develop integrity, character and principled ideals, and gain an education that adheres to the very highest of academic standards.

If a top-notch education is what you seek; if intellectual, emotional, physical and spiritual growth are integral to your life; if a sense of community in a beautiful and historic setting are important to you, then Bridgewater College is the right choice for you.

We invite you to examine this catalogue and see for yourself the array of educational opportunities that are available. Here you will find information about academic offerings, scholarships, financial aid programs and other important components of Bridgewater College.

And please visit our campus, located in the heart of the Shenandoah Valley of Virginia. We invite you to be a part of our unique community, and to share in the excitement of the Bridgewater College experience.

Sincerely,

Phillip C. Stone
President
MISSION OF BRIDGEWATER COLLEGE

“The mission of Bridgewater College is to educate and develop the whole person. Our graduates will be equipped to become leaders, living ethical, healthy, useful and fulfilling lives with a strong sense of personal accountability and civic responsibility. This mission is carried out in a learning community, with Christian values, high standards of integrity and excellence, affirming and challenging each member.”

Bridgewater College strives to be an academic community with a distinctively Christian atmosphere and with a wholesome balance of learning, service and leisure. The College endeavors to be a community in which each person is treated with respect, there is mutual concern and support, and each person can develop a sense of responsibility to others—both near and far. Bridgewater promotes breadth of intellectual experience as well as proficiency in specific subject fields. Broadly speaking, its primary academic objective is a comprehensive appreciation of the social sciences, the humanities, and the natural sciences.

Bridgewater endeavors to give its graduates a sound foundation as they choose and prepare for their careers. It is interested in their occupational competence and success and intends that they become both humane and effective professionals and practitioners. Bridgewater concentrates on developing the total person, serving the student planning to go directly from undergraduate studies into a career, as well as the one planning to pursue graduate or professional education. The Bridgewater graduate should be able to participate in life with resilience of mind and good judgement, with imagination in dealing with unexpected emergencies, with a sharpened ability to reason and communicate, and with disciplined taste and enjoyment. This concentration on the total person and general education differentiates the liberal arts college from technical and professional schools.

Developing the total person is taken seriously at Bridgewater. On the premise that a recognition of one’s capabilities is the beginning of wisdom, Bridgewater offers a liberal arts education designed to help the student gain as complete a self-understanding as knowledge makes possible. As a liberal arts college, it devotes itself to
helping students find out how they think, what they feel, why they act, and who they are. Life at Bridgewater College can become a journey of exploration and discovery to the student who is committed unreservedly to the process of a liberal arts education.

In an age of rapid social and scientific change, it is more important than ever that a liberal arts college with Christian values invite its students to develop an appreciation of the complex bonds which relate persons to each other and to God. The student may discover his or her orientation for life in the library, the classroom, the laboratory, the rehearsal hall, the residence hall, or on the playing field. Believing that religion can be the integrating force in the lives of men and women, Bridgewater emphasizes the freedom and obligation of each individual to develop a personal faith and to find a meaningful place in the world.

**Educational Objectives**

To live up to its educational commitment as a liberal arts college, Bridgewater provides resources and encouragement for the student:

- to acquire the ability to speak and write the English language with clarity and effectiveness;

- to understand how people, events, and ideas of the past have shaped the world in which we live;

- to develop an understanding of the diverse cultures that comprise the global community;

- to understand the natural world and the method and philosophy of science;

- to appreciate art, music, and literature with sensitivity and critical judgment;

- to understand the economic, political, and social structures of our society;

- to develop competence in critical and creative thinking, which will facilitate exploration of new areas of knowledge;

- to seek in-depth knowledge in a particular field;

- to focus on a career choice which integrates interests, abilities, values, and commitments;

- to strive for physical well-being, emotional maturity, and ethical and spiritual awareness;

- to acquire an awareness of the need for accomplished leaders and develop personal skills in the art of leadership; and

- to demonstrate knowledge and skill in the use and application of information technology media.

**Summary**

The education offered at Bridgewater is broad, deep, and liberating. It can emancipate one from narrow provincialism and from the distortion of subjective bias; it can free individual creativity and promote the art of the examined life; it can develop the realization that the gift of life demands service to humanity. It helps to conserve basic values while recognizing the need for change. It leads one, while acknowledging that truth is not fully known, to submit to the best and fullest truth that can be known.
Bridgewater College was established in 1880 as Spring Creek Normal and Collegiate Institute by Daniel Christian Flory, an alumnus of the University of Virginia and a young progressive leader in the Church of the Brethren. Nine years later, the school was named Bridgewater College and chartered by the Commonwealth of Virginia to grant undergraduate degrees. Bridgewater conferred its first Bachelor of Arts degree on June 1, 1891, becoming the first of the colleges having historic associations with the Church of the Brethren to grant degrees.

Organized as a residential college, the founders believed that students living together over a four-year period would learn from one another as well as the faculty. Students would be exposed to varied views and opinions, different cultures, and have opportunities to develop deeper understandings beyond their own. The founders also surmised that successive student bodies would develop self-perpetuating traditions, and that would be educational in itself.

Two major influences, the University of Virginia and the Church of the Brethren, have shaped Bridgewater College as an educational institution and created its personality. Its historic association with the Church of the Brethren, modified Georgian architecture, Honor Code, and seal depicting truth, beauty, goodness, and harmony bear testimony to the strength of these two shaping influences.

Bridgewater College became the first private, senior co-educational liberal arts college in Virginia and one of the few accredited colleges of its type in the South. The emphasis on ethical and spiritual values in educational programs is a result of Bridgewater’s heritage and institutional idealism. The importance placed on these values can be seen through course offerings and convocation programs that encourage personal integrity and strong social consciousness.

Today, Bridgewater College enrolls over 1,500 men and women who represent many races and creeds. Electing to keep its enrollment small, Bridgewater continues to maintain a faculty-student ratio of 1:14, thus ensuring that the College knows its students individually. The College offers the Bachelor of Arts and Bachelor of Science degrees. To further enrich the cultural life of its student body, Bridgewater became a charter member of Brethren Colleges Abroad (BCA). Through BCA, select students have the opportunity to spend all or part of their junior year at one of 15 campuses in 15
Institutions are required to disclose the six-year graduation rate to all current and prospective students. To meet this disclosure requirement and provide our students and prospective students and their parents with a better understanding of the meaning of those rates in context, we provide the following statement:

Over the past 10 years, Bridgewater has had an average freshman retention rate of 76%, which matches the average retention rate for baccalaureate liberal arts colleges and universities in Virginia for 2004 freshmen.*

**GRADUATION RATES (2000 FRESHMEN):**

- Graduated in four years = 60%
- Graduated in five years = 64%
- Graduated in six years = 65%

Bridgewater’s six-year graduation rate compares well with the graduation rates for baccalaureate liberal arts and science colleges and universities in Virginia* (2005 average = 58%).

*As published by National Center for Education Statistics (NCES) IPEDS Peer Analysis System. (http://nces.ed.gov/ipeds/pas/)
THE CAMPUS

Bridgewater College is located in the Shenandoah Valley, a scenic and historic region in Virginia. The Allegheny Mountains to the west and the Blue Ridge chain to the east are both visible from the campus. Old Stone and Mossy Creek Presbyterian churches and the Cross Keys and Piedmont Civil War battlefields are just a few miles from the campus. Many houses in the town of Bridgewater are 140 years or older.

Situated in this beautiful and historic setting, the Bridgewater campus is comprised of 190 acres. The educational activities are focused on the primary campus of 40 acres on which are located Bridgewater’s complex of buildings of different periods and styles of architecture. The beauty and charm of the campus complement Bridgewater’s friendly atmosphere.

Residence Halls

BLUE RIDGE HALL, erected in 1949, is a residence hall for 150 women and a resident director. The name of the hall honors Blue Ridge College of New Windsor, Md., which closed in 1944. This building includes lounges and was renovated and air-conditioned in 1988.

DALEVILLE HALL, another residence hall for women, houses 105 students and a resident director. It was built in 1962-63 and includes a lounge. The name of the hall honors Daleville College of Daleville, Va., a Church of the Brethren college, which was consolidated with Bridgewater in 1923.

DILLON HALL, erected in 1965-66, houses 168 women and a resident director, and includes a lounge. The name of the hall honors J. B. Dillon who was a trustee of Bridgewater for 26 years; his brother, W. D. Dillon, a benefactor of the College; and their father, John Henry Dillon, who was a leader in the Church of the Brethren.

GEISERT HALL, accommodates 172 women and a resident director, and contains student lounges. The building was erected in 1990 and is named in honor of Dr. Wayne F. Geisert, who served as president of Bridgewater College from 1964 to 1994.


STUDENT APARTMENTS, erected in 2004, are the College's first co-educational living facility. This four-tower apartment complex accommodates 188 upperclass male and female students, and includes four common rooms, four laundry rooms and an apartment for a residence life staff member. Each apartment is equipped with
central air and has a kitchen, bathroom and living area. While the majority of the apartments are two-bedroom, eight feature lofts and an additional bath.

**Wakema Hall**, accommodates 100 men and a resident director. It was erected in 1980 and includes a student lounge. The building is named for Benjamin O. and Crystal Driver Wakeman, longtime friends and supporters of the College.

**Wright Hall**, erected in 1958-59, houses 164 men and a resident director, and contains a student lounge. The name of the hall honors brothers Frank J. and Charles C. Wright.

**Educational and Recreational Facilities**

**Rebecca Hall**, erected in 1928-29 as a women’s residence and dining hall, now houses the Offices of Student Affairs, the Associate Dean for Academic Affairs, the College Chaplain, Service-Learning, and a lecture room-auditorium. The building is named in honor of Rebecca Driver Cline, wife of Benjamin Cline of North River, whose contribution helped pay for its construction.

**Yount Hall**, constructed in 1905, was extensively remodeled in 1977 to provide offices for the Admissions staff, Financial Aid staff, and faculty offices. Its name commemorates the valued services of Walter B. Yount, Bridgewater’s first president, and also the services of his gifted mother, Margaret C. Yount.

**Cole Hall**, was erected in 1929 as the auditorium section of a future administration building. The theatre/auditorium seats about 640 people and is equipped with a modern stage, dressing rooms, a stage lighting system, motion picture and sound equipment, one concert grand piano, and a three-manual Moeller organ with 51 ranks of pipes, which was installed in 1974. The name of the building perpetuates the memory of Dr. Charles Knox Cole. It is a gift of his daughter, Virginia Garber Cole Strickler.

**The Alexander Mack Memorial Library**, built in 1962-63 and named for the founder of the Church of the Brethren, is an integral part of the intellectual life of Bridgewater College. Students have access to over 164,000 books, electronic books, audio books, periodicals, DVDs, and videocassettes. Students also have electronic access to more than 21,000 online journals in 45+ electronic databases as well as access to millions of online government documents. Students can use the library’s Special Collections, which contains published and non-published materials pertaining to genealogy and the history of Virginia, the College, and the Church of the Brethren. The library’s participation in resource sharing with over 7,500 libraries provides students additional access to resources from around the world. The library offers individual and group study seating for over 240 students. Students can check out laptops with wireless access to the Internet to use within the library.

**The Cleo Driver Miller Gallery**, located on the second floor of the library, serves the community as both a teaching space for the visual arts and a formal exhibition space for student exhibits as well as local and nationally recognized artists’ work.

**Flory Hall**, named in 1984, in honor of D. C. Flory, the College’s founder, and John S. Flory, long-time president and professor, is the complex made up of the former Founders Hall (erected in 1903), Wardo Hall (erected in 1910), and the link constructed in 1983, which connects these two historic buildings. Wardo Hall served as a men’s residence for most of its history. Founders Hall housed principal administrative offices and classrooms.

**Bowman Hall**, was erected in 1953. In 1995-96 it was completely renovated to house the English, Sociology, Philosophy and Religion, Psychology, Economics and Business
The Center includes two 50 x 84 basketball courts, a 50 x 94 basketball court, two volleyball courts, a jogging track, two racquetball courts, a cardiac center (exercise and weight training), and a multi-purpose space for aerobics. The College’s health services and athletic training offices are also located in the Funkhouser Center.

**MCKINNEY CENTER FOR SCIENCE AND MATHEMATICS**, completed in 1995, is named in honor of Dr. and Mrs. Robert M. McKinney. A trustee of Bridgewater College for several decades, Dr. McKinney was a research chemist for Dupont Corporation. The building, which bears his name, consists of 75,000 square feet of space including modern science and computer laboratories, numerous classrooms, and faculty offices.

**MEMORIAL HALL**, formerly known as Stanley Hall, was built in 1890. In 1927 it was renovated and re-dedicated as Memorial Hall. The building was modernized in 1953, 1971 and 2002. It now houses the Communication Studies and Art departments.

**NININGER HALL** is used for intercollegiate athletics. Formerly known as Alumni Gymnasium, it was named for Dr. R. Douglas Nininger, ’28 longtime chairman of the Board of Trustees, his wife, Ruth Miller Nininger, ’30 and other members of his family. The building was erected in 1957-58 and was extensively remodeled in 1979-80. In addition to the usual athletic facilities, the building contains classrooms and a swimming pool that boasts a movable floor (depth) to accommodate the handicapped.

**THE FRED O. AND VIRGINIA C. FUNKHOUSE CENTER FOR HEALTH AND WELLNESS**, a 34,000 square foot health and wellness center on the corner of Dinkel Avenue and College View Drive, was constructed in 2001, and is used for intramurals, recreational play, and academics.

The Center includes two 50 x 84 basketball courts, a 50 x 94 basketball court, two volleyball courts, a jogging track, two racquetball courts, a cardiac center (exercise and weight training), and a multi-purpose space for aerobics. The College’s health services and athletic training offices are also located in the Funkhouser Center.

**JOPSON FIELD**, named in honor of Dr. Harry G. M. Jopson, emeritus faculty member and coach of track and cross country, lies along the southern boundary of the campus and borders North River. The original field was purchased and developed with contributions from the Classes of 1923, 1924, 1925, and 1926 as well as alumni and friends. Extensive renovation of the field was completed in the summer of 1971 when drainage and irrigation systems were installed, an all-weather track was constructed, and the football field and baseball diamond were relocated. In 1986 extensive renovations, including a 2,500-seat football stadium, were completed. The fields received extensive repair and upgrade again following the flood of September 1996. In 2007, a new 144-seat press box (with a wheelchair lift) and a football scoreboard with messaging capabilities, were added. The facility also includes practice and playing fields for soccer, and softball.

**MAPP FIELD**, named in honor of Laura S. Mapp, emerita associate professor of physical education, is adjacent to Jopson Field along the southern boundary of the campus. It borders North River. The field is used for field hockey and lacrosse.

**THE CARTER CENTER FOR WORSHIP AND MUSIC** is the former Bridgewater Church of the Brethren. The first structure on the present location was erected in 1914. A new sanctuary and additional facilities for Christian education were added in 1953. The old sanctuary was converted into a chapel in 1965. Extensive renovations were undertaken in 2000. The Carter Center is presently used for convocations,
concerts, lyceums and other special events and is the home of the Music Department, College Relations and the Stone Prayer Chapel.

**THE KLINE CAMPUS CENTER**, was erected in 1969 and the main dining facilities and main lobby were fully renovated in 2007. It is named in honor of the Wilmer Kline family, who gave generously in support of the cost of the facility, and in honor of Elder John Kline, a Church of the Brethren martyr during the Civil War. The main dining hall has a capacity of 480. Also on this level are a reception desk for campus visitors, the main lounge, and the College President’s dining room.

The lower level houses a bookstore, snack shop, billiards room, campus post office, and a commuter student lounge. Student government, yearbook and Phonathon offices are on the top floor. The center, completely air-conditioned, is connected to Cole Hall auditorium and to Rebecca Hall.

**MOOMAW HALL**, serving the Family and Consumer Sciences Department, was built and put into use in 1969, honoring Leland C. and Nina Kinzie Moomaw of Roanoke, Va., who gave generously toward the project. The women of the southeastern region of the Church of the Brethren also contributed substantial funds toward the building, and several church districts and local women’s groups gave continuous support. An area of the facility honors S. Ruth Howe, former department chair.

**CAMPUS POLICE** is located at 122 College View Drive, adjacent to the Funkhouser Center.

**THE C. E. SHULL INFORMATION TECHNOLOGY CENTER** honors C. E. Shull, former Bridgewater professor of mathematics and physics. The Center, located in Bowman Hall, houses the IT Center Help Desk, staff offices, and the primary campus data center. IT Center staff manage and maintain all campus information technology, including computers and servers, computer networks, administrative information systems, telecommunications, the cable TV system, and the ID card system. Seventeen campus computer labs, many with 24x7 access, include over 185 computers that are available for student, faculty, and staff use. The campus, including residence halls, is fully networked and provides high-speed connection to the internet. In addition, wireless access is provided in several campus open areas such as the library, campus center, and academic buildings.

**THE REUEL B. PRITCHETT MUSEUM**, was established by the Rev. Reuel B. Pritchett of White Pine, Tennessee, who gave his large collection of books, rare Bibles, and articles of antiquity to the College in 1954. The collection consists of 175 rare books, including a Bible published in Venice in 1482, and seven Bibles printed in Philadelphia in the 18th century by Christopher Sauer. Over 10,000 artifacts are included in the collection. The museum is located in Cole Hall.

**BRIDGEWATER COLLEGE EQUESTRIAN CENTER**, purchased in summer 2007, is a year-round riding and training facility located in Weyers Cave, about 10 minutes from campus. The 75-acre equestrian center is home to the Riding Program. It includes two lighted outdoor rings, a 300’ x 140’ indoor arena, boarding facilities for College- and student-owned horses, all-weather wash bays, permanent field-hunter course, heated tack room, showers, a conference room, fully-equipped classrooms, and offices.

*Among other physical facilities of the College are a number of faculty residences, several small student houses, the president’s home, the central heating plant, the old gymnasium, and Phibbs Maintenance Center, housing facilities management and auxiliary services.*
The Campus

2. Memorial Hall (1890): Art Department, Communication Studies Department, and Veritas office
3. Flory Hall (named 1984), comprised of the former Founders Hall (1903), Wardo Hall (1910) and the connecting link: Office of the President, Vice President and Dean for Academic Affairs, Registrar’s Office, Business Office, Human Resources, Institutional Advancement Office, Office of Institutional Research, Departments of Education, Foreign Languages, and History and Political Science, Copy Center, and classrooms
4. Old Gymnasium (1908)
5. Paul V. Phibbs Maintenance Center (1921/1990): Facilities and Support Services, Buildings & Grounds, Housekeeping
6. Honor Houses: Student Residences at 305, 307-309 East College Street
7. The Carter Center for Worship and Music (1914/2000): Office of College Relations and Department of Music
9. Wright Hall (1959): men’s residence
15. Wakeman Hall (1980): men’s residence
16. Blue Ridge Hall (1949): women’s residence
17. Daleville Hall (1963): women’s residence
18. Dillon Hall (1966): women’s residence
19. Funkhouser Center for Health and Wellness (2001): campus information, health services, sports medicine, multi-use gymnasium, aerobics/multi-purpose room, exercise/weight room, indoor jogging track, and intramurals
20. Campus Police and Safety Department
22. Rebecca Hall (1929): Associate Academic Dean’s Office, Student Affairs Offices, Career Services Office, Chaplain’s Office, Service-Learning, Boitnott Room, art studios, and campus radio station
23. Kline Campus Center (1969): visitor’s reception, student services, main dining hall, bookstore, post office, Eagle’s Nest snack shop, commuter student lounge, student senate and Ripples offices
25. Boitnott House (1900): student residence
26. Strickler Apartments: Student Residence
27. Office of Alumni Relations
28. College Stables
29. Honors Houses: Student Residences at 418, 421 and 423 East College Street
30. Bicknell House (1900): Academic Support Center
31. President’s House (1949)
32. Nininger Health and Exercise Science Center (1980): Director of Athletics, Health & Exercise Science Department, athletic offices, gymnasium, and pool
33. Mapp Field: field hockey and lacrosse
34. Jopson Athletic Complex: Tennis courts, football, track, baseball, softball, and soccer fields
35. Bridgewater College Equestrian Center (BCEC): Year-round riding and training facility in Weyers Cave, 15 minutes from campus. (Take right off Rt. 11 onto Burketown Rd.)
ADMISSIONS

REQUIREMENTS

Bridgewater College seeks to enroll qualified students regardless of sex, religion, race, color, handicap, or national or ethnic origin; and further, it does not discriminate on the basis of sex, race, religion, color, handicap, or national or ethnic origin in the administration of its educational policies, employment practices, admissions policies, scholarship and loan programs, or athletic or other College administered programs and activities. Admission is granted to those who present evidence of ability to succeed in the type of program provided. While success in a liberal arts college may depend upon several qualities, applicants for admission to Bridgewater are expected to demonstrate the following types of ability and achievement:

1. **Graduation from an accredited senior high school or secondary school** – The program of courses completed in high school should include the following credits: four in English; two in one foreign language, preferably in French, German, or Spanish; three in college preparatory mathematics, preferably advanced algebra; two in social studies and history; two in science; and four in suitable electives. While the electives may be in vocational or non-academic subjects, it is recommended that they be in academic subjects such as English, science, mathematics, and social studies. Applicants from Virginia high schools are encouraged to take a program leading to the Advanced Studies Diploma.

2. **Better than average scholarship on the secondary school program completed** – The grades or marks made on the high school or secondary school program and scores made on achievement tests covering the secondary school subjects should be high enough to give reasonable assurance of ability to do college work. Rank in the upper half of the graduating class is normally required. If an applicant ranks lower than the upper half, strong compensative qualities need to be shown in order to gain admission.

3. **A satisfactory score on the Scholastic Aptitude Test (SAT) of the College Entrance Examination Board or the American College Test (ACT) of the American College Testing Program.** Scores on the SAT II are not required. Information concerning these tests may be obtained from high school officials or by visiting the College Board Web site at www.collegeboard.com

For information about the ACT, high school guidance offices should be consulted.
4. **Good character** — Success in a church-related liberal arts college depends not only upon the type and quality of secondary school program completed but also upon personal integrity, honesty and ethics. Applicants are expected to submit references that testify to evidence of these qualities.

5. **Guidelines for Students Who are Homeschooled** — The Admissions Committee evaluates all students who are homeschooled for admission to Bridgewater College. The criteria for admission are essentially the same for all applicants in terms of SAT or ACT scores, recommendations and high school transcripts. The transcript can be obtained through your home-school association. If you are not associated with a specific organization, Bridgewater will accept a transcript put together by the home-schooling parent. A campus visit is highly recommended.

6. **Guidelines for Applicants Who Have a GED** — The Admissions Committee evaluates all students who have earned a GED. A SAT or ACT score is required for consideration in addition to recommendations in support of one’s application. A copy of the GED certificate must be submitted as well as a transcript of any completed high school coursework.

**Admission of International Students**

All non-U.S. citizens and nonpermanent residents of the U.S. must complete the regular application form as well as a pre-application form. These forms may be obtained from the Office of Admissions. Credentials collected for admission include all those required of all entering students as well as evidence of English proficiency and documentation of sufficient financial resources. A deposit of $8,000 will be required of all international students accepted for admission. The deposit must be paid before the I-20 is issued.

**PROCEDURE**

Application for admission may be made upon the completion of the junior year in high school, and it should be made not later than July 1 of the year one wishes to enroll. Those who wish to matriculate at the beginning of Interterm, or Spring Semester must file an application for admission at least 30 days in advance of the desired date of enrollment.

In order to make a decision about the ability of the applicant to do college work, full and complete information concerning the achievements of the applicant must be obtained. Completed applications must include the following:

1. **The application form** — The application form has been designed to provide information needed by the Admissions Committee. This form may be obtained from the Office of Admissions or via the Internet at www.bridgewater.edu. After it has been completely filled out, it should be returned to the Office of Admissions.

2. **The high school or secondary school transcript** — Upon receipt of the application form, the College asks the applicant’s high school to furnish an official transcript of the student’s academic record. Transfer students are required to submit official transcripts of their records from other institutions in addition to the high school or secondary school transcript.

3. **Written recommendations** — Upon receipt of the application form, the College asks the applicant’s guidance officer and his or her minister or teacher, to provide a character rating or a character recommendation.

4. **Personal Statement** — A brief personal statement providing additional information may be submitted. We are interested in knowing important things about the ap-
plicant that do not appear on transcripts or are not reflected by GPA or standardized test scores.

Soon after the application form has been sent in, any applicant who has not talked with an official representative of the College should arrange to come to campus for a personal interview. A member of the admissions staff conducts this interview. Appointments for interviews and campus tours may be made by telephoning, e-mailing, or writing to the admissions office.

Each application is acknowledged by a letter from the Director of Enrollment Operations. As soon as the various data included in the application is received and evaluated, the applicant will receive a letter indicating acceptance, rejection or the need for additional information. Inquiries from applicants are welcomed.

Students who have been accepted for admission must confirm their intention to enroll by making a reservation deposit. The reservation deposit, in the amount of $300, is applied to the Fall Semester charges for the upcoming year. The deposit is refundable if requested in writing before May 1. Students admitted after May 1 must make a deposit within 10 days after admission.

Enrolling students must present a written health report on a form supplied by the College. The form must be returned to the College before official registration can begin.

FRESHMAN ORIENTATION

Orientation is designed to assist incoming students with their transition to Bridgewater College, and it is conducted in two phases – spring orientation and fall orientation.

Spring and Fall Orientation

Spring orientation is the first phase. Students who have been accepted to Bridgewater College and have paid their $300 deposit are eligible to attend a spring orientation session. Designed as a two-day event, spring orientation helps incoming students and their parents become familiar with the Bridgewater College community and emphasizes how to transition into college life. Led by faculty, staff, and trained student orientation leaders, spring orientation provides information about academic programs, student services, housing options, student organizations, intercollegiate athletics, financial aid and campus events. Students also take placement tests in math and foreign language to help determine their course enrollment for the fall semester. Faculty advisors assist students with pre-registration during spring orientation.

The second phase of orientation occurs when students arrive in the fall. During fall orientation students become familiarized with campus programs and activities.

READMISSION

A student who is absent from the College for a semester or longer, or one who has withdrawn from the College for any reason, must apply for readmission to the Associate Dean for Academic Affairs. If the applicant for readmission withdrew for health reasons, a letter of recommendation and evaluation will be required from a health professional.

TRANSFER ADMISSION

A student who has attended another accredited college or university and is in good standing there may apply for admission to advanced standing not later than the beginning of the senior year. One who has attended an accredited two-year college may transfer as many as 68 credits in courses comparable to those offered at Bridgewater College. Transfer students applying for admission must have a cumulative grade point average of 2.2 or above and be in
good standing at the college they are attending. Credentials collected for admission include all of those that are required for first time entering students as well as a Dean’s Reference Form (included with a letter from the Director of Enrollment Operations acknowledging receipt of the application) and an official transcript from each institution of higher learning attended since completion of the secondary program. Transcripts will be evaluated by the Registrar on a course-by-course basis. Credit will be awarded only for those courses that a grade of C or above has been earned.

**ADVANCED PLACEMENT**

Credit and advanced placement may be awarded to students on the basis of results on the Advanced Placement Tests of the College Entrance Examination Board. A minimum score of 3 is required for credit consideration. Students may be asked to provide textbook and course materials for the respective departments to evaluate when making advanced placement decisions.

Advanced Placement Tests are available in a variety of academic disciplines offered at Bridgewater. Students interested in taking one or more of these tests for the purpose of obtaining credit and advanced placement at Bridgewater should confer with the secondary school principal during their junior year or earlier and with the College upon application for admission.

The College considers the results of the College Level Examination Program (CLEP) as a means of determining advanced placement for students who have not followed the traditional pattern of preparation.

**INTERNATIONAL BACCALAUREATE PROGRAM CREDITS**

Credit and advanced placement may be awarded to students on the basis of results on the International Baccalaureate (transcript of grades), but subject in every instance to the recommendation of the academic department concerned and approved by the Vice President and Dean for Academic Affairs, in accordance with policies of the Council on Education. The student’s records and transcript of grades will be evaluated with scores of 5, 6, or 7 on the Higher Level Examinations. The International Baccalaureate Program is available in selected high schools in the United States and numerous foreign countries.

**THE DR. JOHN S. FLORY FELLOWSHIP OF SCHOLARS**

Freshmen students who have an exceptional high school record will be invited into the Flory Fellows beginning in the fall semester. Others who do extremely well at Bridgewater will be invited into this honors program at the end of the fall or spring semester. Please see page 30 for more information on the Flory Fellows.

**SUMMER SESSIONS**

Bridgewater operates a three-week summer session and a six-week summer session to enable students to accelerate completion of their degree requirements in three years instead of four, to enable students who have fallen behind in their work to catch up in their programs, and to enable teachers who need credits in academic and professional subjects for the renewal of their certificates to secure them.

An integral part of the total college program, the summer session offers standard courses, most of which are taught in the regular session. A student may enroll for a maximum of four credits in the three-week session and seven credits in the six-week session. To enroll for more than the maximum, a student must receive written permission from the Vice President and Dean for Academic Affairs.
The Personal Development Portfolio Program

Consistent with its mission statement, Bridgewater College provides a social and academic environment where students can develop as whole persons. The distinctive Personal Development Portfolio (PDP) Program is the coordinating vehicle by which this development is fostered at the College. In developing the whole person, Bridgewater College seeks to cultivate the following four dimensions of personal development:

**Citizenship and Community Responsibility**
At Bridgewater, students become more aware, involved, and effective citizens of the communities—campus, local, national, global—to which they belong. Responsible citizenship at Bridgewater implies the ability and willingness to provide leadership and other forms of service to the community.

**Intellectual Growth and Discovery**
In addition to meeting the minimum academic standards specified in the catalog, Bridgewater students develop the skills and perspectives to be passionate lifelong learners who can integrate their varied academic experiences in a meaningful way.

**Emotional Maturation and Physical Health**
Bridgewater students understand the importance of emotional and physical well-being, and possess the skills to pursue wellness during their college years and throughout the rest of their lives.

**Ethical and Spiritual Growth**
The curricular and co-curricular experiences at Bridgewater require students to examine and act upon fundamental ethical choices, and to define, refine, and pursue their personal spiritual paths. The unifying concept of the four dimensions is responsibility: responsibility to the communities to which we belong; to our intellectual, emotional, and physical well being; and to our principles and values.

It is the responsibility of each student, in consultation with academic advisors and other faculty and staff, to pursue and demonstrate development in each dimension during each year of residence. This development may occur through a wide variety of activities both in and out of the classroom, and is monitored every semester by the advisor.

During the freshman year, students are enrolled in PDP 150: Personal Development and the Liberal Arts, a 3-credit academic course which provides an introduction both to the Personal Development Portfolio Program as well as to important concepts and skills students will need as they pursue a liberal arts education. During
the sophomore and junior years, students plan and document their development in the four dimensions, integrating all of their experiences, both inside and outside the classroom. Sophomores and juniors receive a grade, given by their academic advisor, of Satisfactory or Unsatisfactory. During the senior year, a team of faculty members evaluate the senior portfolio and assign a letter grade based on a standard set of criteria and a standard scoring rubric. A passing grade on the senior portfolio is a requirement for graduation.

There are four major components of the senior portfolio:

1. The **reflective essay** integrates the four dimensions of personal development, including reflection on required service-learning, and extensively integrates all the student's experiences, both curricular and co-curricular.

2. The **résumé** must meet specific criteria and must be accompanied by a cover letter or graduate school application essay.

3. **Service-learning** documentation provides a record of service-learning throughout the four years.

4. **Supporting materials**, such as academic projects, essays, creative work, evaluations, and other documents provide outside documentation of experiences discussed within the reflective essay.

The PDP program is guided by three central themes:

1. **Preparation** – The program prepares the student for the non-academic as well as the academic aspects of college life through PDP 150, Personal Development and the Liberal Arts. This stimulating course is the basic foundational experience of the liberal arts curriculum and the PDP program, and is a required course for all entering freshmen.

2. **Critical Reflection** – Reflection enhances the meaning of an experience, and therefore augments the personal growth that can ensue from that experience. Several elements of the program — PDP 150, ongoing assignments and activities, the interaction with the advisor, the creation of the final portfolio itself—are intended to foster a greater consciousness of the personal development which takes place during the college years.

3. **Integration** – Throughout the four years, the program is the setting by which the student integrates the college experience. In the reflective essay, the student is asked to consider the linkages among the various elements of the curriculum and the co-curriculum.

**A Liberal Arts Education**

The curriculum of a liberal arts college, considered in the broadest sense, is a course of study planned and organized for the purpose of leading a student to a definite educational objective. The curriculum, however, is only one of several essential components of a higher education; the other important constituents are the student, the faculty, the library, the student body, the co-curricular program, and the physical and intellectual environment. A good liberal arts college organizes these vital elements so that they interact and provide the student as much of a liberal arts education as he or she is capable of acquiring.

The curriculum at Bridgewater is divided into three parts, with each part having its own requirements and objectives. The first part is composed of General Education courses. Some General Education courses are required, but in most areas the student has options. The requirements in General Education have been patterned to ensure the student an understanding of persons and their cultural, social, and natural environment and a development of proficiencies, techniques, and understandings to enable one to successfully pursue higher educational
goals and life in a highly developed economic and social order.

The second part of the curriculum forms the academic major. Its purpose is to add depth in one field to the breadth of knowledge the student gains in the General Education courses. It enables the student to work effectively in a major field after graduation or prepares one for graduate or professional study.

Elective courses form the third part of the curriculum. A student is encouraged to elect courses that will increase skills and understanding in a major field, address areas in which the student has a vocational interest, and adequately meet professional and graduate school requirements. The Vice President and Dean for Academic Affairs, the student’s faculty advisor and the department chair of the student’s major field can help the student choose appropriate electives.

At Bridgewater College, academic excellence is neither a slogan nor an assumption, but a commitment that unites the campus. Excellence in education can mean many things. At Bridgewater, it implies breadth, depth, distinction, and discovery. We build breadth through the liberal arts foundation; depth, through the student’s academic major; and distinction, through elective courses that are tailored to individual interests. The last of these, however — discovery — cannot be packaged, for it describes the spirit in which students and faculty come together. It is that intangible mix of attitude and information that can reshape the way students see themselves and the world about them. What happens in the classroom is basic to this transformative process, and at Bridgewater, the liberal arts curriculum is the beginning point.

More than a steppingstone toward a career, the liberal arts foundation challenges students to a new way of thinking. At its best, it widens the mind, ignites the creative impulse, disciplines thinking, and enhances communication. Even when the impact is more modest, it asks students to swap simplistic answers for deeper reflection, to realize that history and culture are more than trivial pursuits, to ground their casual opinions in solid reasoning, and to remember that no matter how much they know, it is only a kernel of what they might know.

At Bridgewater College, we emphasize these things not only for the love of learning, but to prepare students and alumni to positively shape the organizations and communities in which they live. Toward this end, issues of integrity, commitment, responsibility, and spirituality are embedded throughout the curriculum. In the spirit of the liberal arts, each is presented as an ideal to strive for rather than a formula to follow. In summary, our educational program seeks to develop character.

General Education Curriculum: The Heart of the Liberal Arts Education

At Bridgewater, General Education is more than simply the prelude to more specialized study. Students devote more credit hours to General Education than to either the major or elective components of the curriculum. General Education courses develop the skills and perspectives of the liberal arts, thereby preparing students for further study in major and elective courses and, more fundamentally, for the myriad challenges and choices to be faced throughout life. To emphasize this goal, each section of the requirements begins with the phrase “developing the liberal arts.” Every course in general education contributes to the goal of developing at least one of the competencies of the liberal arts: the ability to write and speak well; to reason quantitatively; to think globally; to think critically, analytically, and creatively from multiple disciplinary perspectives; and to synthesize and integrate the insights of disparate fields of knowledge.
GENERAL EDUCATION REQUIREMENTS

The following requirements apply to students entering Bridgewater in the fall of 2001 and subsequent years. Students who entered in previous years should consult the catalog of the year in which they entered the College.

The general education requirements differ for the Bachelor of Arts Degree and the Bachelor of Science Degree. See the requirements for Foreign Language and Natural Science and Mathematics for those differences.

Developing the Liberal Arts: Core Skills (7 courses)
Goal: To develop proficiency in the basic skills of the liberal arts.
- PDP 150 Personal Development and the Liberal Arts
  - OR
- PDP 350 Integrating the Liberal Arts
- ENG 101 Effective Writing I
- ENG 102 Effective Writing II
- COMM 100 Oral Communication
- MATH 107 Quantitative Reasoning
  - OR
- MATH 109 Applied Algebra
  - OR
- MATH 110 College Algebra
  - OR
- MATH 105/115 Mathematical Theory and Computation I, II
- ES 105 Wellness
  - ES Activity

Developing the Liberal Arts: Global Perspectives

WORLD HISTORY AND CIVILIZATIONS: AN OVERVIEW (1 COURSE)
Goal: To develop a critical understanding of history from a global perspective.
- HIST 105 World History to 1500
- HIST 110 World History since 1500

CULTURES AND DYNAMICS OF THE GLOBAL COMMUNITY
One course chosen from Global Diversity list and one course chosen from Global Diversity, Europe, or U.S. list.

UNITED STATES
Goal: To develop a critical understanding of the history and structures of U.S. culture and society.
- COMM 334 Intercultural Communication
- ECON 310 U.S. Economic and Business History
- ENG 220 American Folklife
- ENG 221 The Image of "Folk" in Literature
- ENG 222 American Lives
- ENG 231 The Image of the American Indian in Literature
- HIST 201 History of the United States to 1877
- HIST 302 The American Experience, 1877-Present
- HIST/REL 365 American Religious History
- HIST 366 African American History
- HIST 368 The Civil War in the Shenandoah Valley
- HIST 370 U.S. Women’s History
- HIST 435 Twentieth Century United States Social History
- PSCI 210 Politics and Government in the United States
- PSCI 332 Women and Politics
- PSCI 340 Media and Politics
- PSCI 360 American Constitutional Development
- SOC 205 Cultural Diversity in American Music
- SOC 220 Social Problems
- SOC 228 Racial and Ethnic Studies
- SOC 238 Introduction to Material Culture Studies
- SOC 340 Cultural Theory at the Movies
EUROPE
Goal: To develop a critical understanding of the history and structures of European culture and society.

ART 307   Visual Arts of Spain
COMM 333   European Media and Culture
HIST 305   Medieval and Renaissance Europe
HIST 307   History through Film; Film through History
HIST 311   Europe 1492-1789
HIST 321   Europe 1789-Present
FREN 305   Paris and Provinces
FREN 320   French Culture and Civilization
FREN 325   Modern French Culture
MUS 255   Music and Culture of Western Europe
PHIL 328   Germanic Cultures
PHIL 329   Classical Cultures: Greece and Italy
SPAN 308   Spanish Life and Culture
SPAN 325   Spanish Culture and Civilization

GLOBAL DIVERSITY
Goal: To develop a critical understanding of global diversity through the study of peoples not descendant from European origins or through the study of cultural regions found outside of Western Europe and North America.

ENG 235   Literature of Southern Africa
ENG 240   Russian Literature and Culture
ENG 243   Native American Literature and Culture
FCS 250   International Foods and Nutrition
FREN 300   French Colonial Empire
HIST 308   The Vietnam Conflict
HIST 335   Contemporary Australia
HIST 356   East Asia
HIST 358   Middle Eastern History Since A.D. 600
HIST 392   History of Russia to 1801
HIST 394   Revolutionary Russia, 1801 to Present
MUS 236   The Music and Art of Polynesia
PSCI/SOC 215 Global Identities
PSCI 230   Introduction to World Politics
PSCI 240   Introduction to Comparative Politics
PSCI 310   Latin American Politics
PSCI 311   African Politics
PSCI 335   Peace, War, and World Politics
PSCI 336   United Nations
PSCI 338   The Politics of Social Change
REL 315   The Lands of the Bible
REL 340   Religions of the Near East
REL 350   Religions of the Far East
SOC/PSCI 215 Global Identities
SOC 235   General Anthropology
SOC 236   Cultural Anthropology
SOC 302   Socioecology in Zambia
SOC 304   Sociology of the Caribbean: Case Study of Jamaica
SOC 306   Culture of Japan
SOC 307   Cultural Dynamics of Contemporary Spain
SOC 309   Cultures of Africa
SOC 325   Development and Underdevelopment in the Modern World
SOC 335   Immigrants in the Shenandoah Valley
SPAN 300   Spanish-Speaking Cultures of the World
SPAN 303   Aztecs, Mayas, and Incas
SPAN 304   Hispanic Life in Puerto Rico
SPAN 305   Culture of Costa Rica
SPAN 306   Mexican Culture
SPAN 306   Mexican Culture
SPAN 308   Spanish Life and Culture
SOC 309   Cultures of Africa
SOC 325   Development and Underdevelopment in the Modern World
SOC 335   Immigrants in the Shenandoah Valley
SPAN 300   Spanish-Speaking Cultures of the World
SPAN 303   Aztecs, Mayas, and Incas
SPAN 304   Hispanic Life in Puerto Rico
SPAN 305   Culture of Costa Rica
SPAN 306   Mexican Culture
SPAN 320   Latin American Culture and Civilization

FOREIGN LANGUAGE (ZERO TO 4 COURSES)
Goal: To develop proficiency in a modern foreign language.

Bachelor of Arts: Successful completion of the intermediate level of a modern foreign language (Foreign Language 202).

Bachelor of Science: Successful completion of the elementary level of a foreign language (Foreign Language 102), or successful
completion of two additional courses taken from the Europe and/or Global Diversity lists.

Note: Placement in foreign language is dependent upon a placement examination given at the College and upon the student’s secondary school work. Degree-seeking international students may petition the Vice President and Dean for Academic Affairs to request that their native language and proficiency in English as a second language satisfy the foreign language requirement.

Developing the Liberal Arts: Disciplinary Learning

HUMANITIES: A LITERATURE COURSE (1 COURSE)
Goal: To develop the ability to read works of literature with critical insight.

Any course in the English department numbered 325-400.
FREN 306  Francophone Literature in Translation
FREN 401  Survey of French Literature I
FREN 402  Survey of French Literature II
FREN 403  Survey of Francophone Literature
SPAN 401  Spanish Literature
SPAN 402  Latin American Literature
SPAN 403  Masterpieces of Hispanic Literature
THEA 360  Modern Drama
THEA 362  Contemporary Drama

FINE ARTS (1 COURSE)
Goal: To develop a critical understanding of works of fine art (music, the visual arts, and theatre performance) through inquiry into the history, practices, or theories of the fine arts disciplines.

ART 200  Survey of Art History (Prehistory to 1400)
ART 201  Survey of Art History (1400 to the Present)
ART 205  Introduction to the Visual Arts
ART 300  Twentieth Century Art
ART 301  Early Modern Art (1840-1940)
ART 302  Late Modern and Postmodern Art (1940-present)
ART 305  Museums and Galleries
ART 309  The Artist’s Studio and Society
MUS 220  Introduction to Western Music
MUS 230  Introduction to Twentieth Century Music
MUS 232  American Music
MUS 233  Jazz in America
MUS 235  American Theatrical Music
MUS 311  History of Medieval and Renaissance Music
MUS 312  History of Baroque and Classical Music
MUS 313  History of Romantic and Twentieth Century Music
MUS 370  History of Dramatic Music
THEA 250  World Theatre History I
THEA 255  World Theatre History II
THEA 315  Theatre in London
THEA 350  Highlights in Theatre History
THEA 355  Environmental Theatre

NEW TESTAMENT (1 COURSE)
Goal: To develop the ability to read biblical texts with critical insight.

REL 220  New Testament

RELIGION OR PHILOSOPHY (1 COURSE)
Goal: To develop the ability to engage in philosophical or theological reflection.

ECON 420  Development of Economic Thought
PHIL 225  Contemporary Moral and Political Problems
PHIL 228  Philosophy of Popular Culture
PHIL 235  Bioethics
PHIL/REL 300 Topics in Philosophy and Religion
PHIL 310  Logic
PHIL 320  Professional Ethics (effective: 2006-2007)
PHIL/PSCI 331 The Classical Mind
PHIL 332  The Evolution of the Modern Mind
PHIL 333  Contemporary Philosophy
PHIL 335  Philosophy of Religion
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<tr>
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<td>PHIL 340</td>
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<td>PHIL 420</td>
<td>Postmodernism</td>
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<td>PSCI 220</td>
<td>Introduction to Political Philosophy</td>
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<td>PSCI 401</td>
<td>Contemporary Political Thought</td>
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<td>REL 310</td>
<td>Jesus of History</td>
</tr>
<tr>
<td>REL/HIST 317</td>
<td>History of the Christian Church</td>
</tr>
<tr>
<td>REL 318</td>
<td>Medieval Women’s Spirituality</td>
</tr>
<tr>
<td>REL 325</td>
<td>Biblical Interpretation</td>
</tr>
<tr>
<td>REL 326</td>
<td>Readings in the Hebrew Scriptures</td>
</tr>
<tr>
<td>REL 331</td>
<td>Basic Christian Beliefs</td>
</tr>
<tr>
<td>REL 332</td>
<td>Reformation Theology: From Scholasticism to Trent</td>
</tr>
<tr>
<td>REL 333</td>
<td>Contemporary Christian Thought</td>
</tr>
<tr>
<td>REL 335</td>
<td>Christian Perspectives on Violence and Peace</td>
</tr>
<tr>
<td>REL 420</td>
<td>Christian Social Ethics</td>
</tr>
</tbody>
</table>

**SOCIAL SCIENCES (2 COURSES FROM DIFFERENT DISCIPLINES)**

Goal: To develop the ability to critically and scientifically analyze human behavior and society.

- ECON 200 Principles of Macroeconomics
- OR
- ECON 210 Principles of Microeconomics
- PSYC 200 General Psychology
- SOC 101 Principles of Sociology

**NATURAL SCIENCE AND MATHEMATICS**

Goal: To develop an understanding of the natural world using the scientific method.

All students must complete the following natural science requirements:

**Biological Science (1 course)**

- BIO 100 The Nature of the Biological World
- BIO 207 Organisms I
- BIO 208 Organisms II

**Physical Science (1 course)**

- CHEM 102 The Earth and Its Physical Resources
- CHEM 125 Fundamentals of Inorganic Chemistry
- CHEM 161 General Chemistry
- CHEM 162 General Chemistry
- GEOL 130 Physical Geology
- PHYS 110 Introductory Astronomy
- PHYS 125 Concepts of Physics
- PHYS 218 College Physics I
- PHYS 221 General Physics I

**ADDITIONAL COURSES FOR BACHELOR OF SCIENCE**

The following additional courses are required for the Bachelor of Science degree: Two science courses, or one mathematics and one science course, from courses numbered 120 and above in the disciplines of Biology, Chemistry, Mathematics, and Physics. ES 318: Human Anatomy and Physiology may be counted as a science course.

**Developing the Liberal Arts: Integrative Learning**

Goal: To develop the ability to integrate different learning experiences within the curriculum, and between the curriculum and the co-curriculum.

All students must pass PDP 400, the senior portfolio. A central purpose of the portfolio is to integrate the curriculum and the co-curriculum. (See “The Personal Development Portfolio Program, page 20).
REQUIREMENTS IN THE MAJOR FIELD

A departmental major consists of not less than 30 credit hours and not more than 48 credit hours, including all prerequisite and supporting courses specified by the department. At least nine credits of the major must be completed at Bridgewater. Exceptions to this limitation are made in the cases of the following interdepartmental majors: International Studies, Medical Technology and Environmental Science. A minimum of 18 credits must be chosen from a single department with related courses sufficient to bring the total to at least 30 credits. An exception to the 48-credit limit is made for the Athletic Training major due to the requirements of an outside accrediting agency.

During the Fall Semester of the sophomore year, a program of courses in the major department and related courses comprising the plan of the major is developed for each student by the student and his or her academic advisor. A copy of this program must be approved by the Registrar and filed in the office of the Registrar. Any changes in the proposed plan of the major must likewise have the approval of both the student’s advisor and the Registrar and be recorded in the office of the Registrar.

Each student must earn at least a 2.0 grade point average in courses constituting the major and show satisfactory achievement on a comprehensive examination covering the major. Suitable majors from which the student may choose are listed below.


A student who wishes to achieve a major in two fields must recognize the possibility that more than four academic years may be required to complete such a program. A student who pursues two major fields must complete both programs, including satisfactory performance in each comprehensive examination.* Candidates for graduation with honors and with two majors must meet the comprehensive examination criterion in each major as stated below. No more than two major fields will be denoted on a student’s permanent academic record.

* If one of the majors requires the Bachelor of Arts degree, the student must meet the Bachelor or Arts degree requirements for graduation.

COMPREHENSIVE EXAMINATIONS

A candidate for graduation must pass a written comprehensive examination in one’s major field. The examinations are selected or made, administered, and graded under the direction of the student’s major department chair. This examination is administered prior to March 15 of the year in which the student is expected to finish the work for graduation.

A candidate for graduation whose written comprehensive is unsatisfactory is required to take an oral comprehensive as a check, and the student will not be eligible for graduation with
honors. The oral comprehensive, if required, is administered prior to May 1 by the student’s major department chair with the assistance of two other professors appointed by the department chair and the Vice President and Dean for Academic Affairs. In case the achievement of the student is found to be unsatisfactory on the oral, the chair of the committee reports immediately to the Vice President and Dean for Academic Affairs who, with the assistance of the Council on Education, proposes a program for remedial action.

Requirements for a Minor

A minor consists of not less than 18 and no more than 27 credit hours specified by the department offering the minor. At least six credits of the minor must be completed at Bridgewater.

A program of courses comprising the minor is developed by the student, his or her academic advisor, and the chair of the department offering the minor. A copy of this program must be approved by the Registrar and filed in the office of the Registrar. Any changes in the proposed plan of the minor must likewise have the approval of the student’s academic advisor, the chair of the department offering the minor, and the Registrar, and must be recorded in the office of the Registrar.

To complete the requirements for a minor, a student must earn at least a 2.0 grade point average in the credits comprising the minor. Students may elect any of the following minors: Art, Biology, Business Administration, Chemistry, Coaching, Communication Studies, Computer Information Systems, Computer Science, Crime and Justice, Cultural Studies, Economics, English, Environmental Science, Equine Studies, Family and Consumer Sciences, French, German, History, International Studies, Mathematics, Music, Neuroscience, Nutrition and Wellness, Peace Studies, Philosophy and Religion, Physics, Political Science, Psychology, Social Work, Sociology, Spanish, and Theatre.

Requirements for an Academic Concentration

A concentration is a curricular design that offers a student the option to consolidate electives within a major or from the uncommitted electives that are a normal part of the undergraduate program, to gain additional depth in the chosen major field of study.

A concentration consists of at least 18 but no more than 24 credit hours. In order to be eligible for admission to a concentration, a student must have declared the major upon which the concentration is built. Other requirements, such as enrollment in a specific degree program, may also apply. All courses will be taken from a list of courses approved for the program by the department sponsoring the concentration and the academic advisor. In order to obtain recognition for the concentration, the student must achieve a grade point average of 2.0 or above for the courses comprising the concentration.

The satisfactory completion of a concentration within a major will be noted on the student’s official grade transcript.

Elective Courses

Elective courses should be selected with care to fulfill needs to enter graduate school, for certification to teach, or for other special purposes. Students interested in teaching in the public schools should read the requirements for certification stated on page 109 and confer with the Chair of the Department of Education not later than the end of the freshman year.
Pre-Professional Programs

Bridgewater offers several pre-professional programs. These programs provide interested students with a curriculum that will prepare them for graduate education in selected professional fields. The following pre-professional programs are offered at Bridgewater. More information can be found in the catalog under the department indicated or at www.bridgewater.edu/catalog/preprofessional.html

Pre-Dental – Biology
Pre-Engineering – Physics
Pre-Law – History and Political Science
Pre-Medicine – Biology
Pre-Occupational Therapy – Health and Exercise Science
Pre-Pharmacy – Chemistry
Pre-Physical Therapy – Health and Exercise Science/Biology
Pre-Veterinary Science – Biology
Pre-Ministry – Philosophy and Religion
Pre-Nursing – Biology

Dual Degree Programs

Bridgewater offers students several Dual Degree arrangements with other universities. These programs allow students to complete three years of courses at Bridgewater and two or more years at another university. Upon completion of the Dual Degree, students are granted a Bachelor’s degree from Bridgewater and another degree from the second institution as it is specified in each separate agreement. The following dual degree programs are offered at Bridgewater. More information can be found in the catalog under the department indicated.

Forestry – Biology with Duke University
Veterinary Science – Biology with Virginia Tech
Physical Therapy – Biology with Shenandoah University
Physical Therapy – Biology/Health and Exercise Science with The George Washington University
Engineering – Physics with The George Washington University and Virginia Tech
Nursing – Biology with Vanderbilt University

The Writing Center

The Writing Center is a tutorial facility designed to improve student writing at all levels, freshman through senior, in classes across the curriculum. Trained student consultants are available afternoons and evenings to help writers plan and organize, revise and proofread, improve their grammar, or document their research. Student writers are encouraged to seek help voluntarily, or faculty members may refer students to the Writing Center. Students may also bring letters, résumés, and applications to the Writing Center.

Writing tutorial facilities are located in a 30-computer lab, supplemented by a wireless lab. Writing Center facilities are used for writing classes and special workshops as well. While actual visits to the lab are encouraged, some writing questions may be answered through consultation in Bridgewater College's educational MOO or e-mail to the Writing Center.
DR. JOHN S. FLORY FELLOWSHIP OF SCHOLARS

The Flory Fellowship of Scholars is for students:

...with outstanding academic records who find excitement and stimulation in the learning process.
...who want to develop the skills for independent inquiry and research necessary for excelling in graduate and professional schools.
...who crave the opportunity to be creative and to develop the capacity to meet new challenges.
...who want to push the boundaries of knowledge and explore uncharted intellectual territory.
...who want to be part of a social and academic community of motivated learners.

The Flory Fellowship of Scholars is an honors program consisting of stimulating and interesting opportunities inside and outside the classroom. Students take a minimum of six honors-designated courses plus a capstone seminar. First-year students begin the program with an honors section of PDP 150 (Personal Development Portfolio), the College’s dynamic freshman seminar.

A student may become a member of The Flory Fellows in the following ways:

• Bridgewater applicants who have a minimum 3.8 high school grade point average with strong SAT scores and transfer students with a high grade point average in college courses receive an invitation from the Vice President and Dean for Academic Affairs.
• Enrolled students with a grade point average of 3.4 or higher may be nominated by a faculty member or may apply themselves.

FLORY FELLOWS COURSE OPTIONS

A variety of options are offered for completing the seven-course minimum requirement. The most common path is taking an honors section of an existing course offered for general education, major or elective credit. Honors courses are different in that they provide an even greater opportunity for students to develop their capacities for creativity, independent learning and leadership.

In addition to honors-designated courses, another possibility in completing course requirements is the distinctive course linkage option, available only to students in the honors program. A one-credit linkage consists of a project that integrates the concepts and themes of two courses from different disciplines that the student has taken or is taking. This part of the program allows students to engage in genuinely integrative learning, and is one of the characteristics that makes Bridgewater’s program exciting and unique.

HONORS AND AWARDS

Scholarship Honors

Bridgewater holds before its students the ideal of achieving to the limits of their abilities, especially in the academic area. From time to time, appropriate recognition is given to students whose performance in the pursuit of knowledge and truth is outstanding.

Dean’s List

At the end of each semester, the Vice President and Dean for Academic Affairs announces the Dean’s List which consists of the names of all students who have a quality point average of
3.40 or above while completing a minimum of 12 credit hours with no grade below C. Also, no student with a grade of Incomplete will be included on the Dean’s List. Dean’s List students also are nominated by the Vice President and Dean for Academic Affairs for recognition through the National Dean’s List.

**Graduation Honors**

One may graduate with honors from Bridgewater as summa cum laude, magna cum laude, or cum laude. To graduate summa cum laude, a student must achieve a minimum quality point average of 3.90, complete an honors project with a grade of A, achieve a satisfactory score on the written comprehensive examination, and perform satisfactorily on an oral comprehensive examination. To graduate magna cum laude, a student must achieve a minimum quality point average of 3.70, complete an honors project with a grade of B or better, achieve a satisfactory score on the written comprehensive examination, and perform satisfactorily on an oral comprehensive examination. To graduate cum laude, a student must achieve a minimum quality point average of 3.40, achieve a satisfactory score on the written comprehensive examination, and perform satisfactorily on an oral comprehensive examination. Honors oral examinations are administered prior to April 15 by a committee composed of three faculty members, one of whom must be from outside the student’s major department. Honors oral examinations consist of questions relating to the major, general education, and, in the case of candidates for magna cum laude and summa cum laude, the honors project.

Students completing two majors may graduate with honors by meeting all honors standards, including the oral examination in one major and performing satisfactorily on the written comprehensive in the second major. Students are not required to take the oral examination in the second major.

Students who transfer credits may receive honors. To graduate with honors, a student who transfers credits to Bridgewater from another college or university must not only conform to the above standards for credits earned at Bridgewater College but must also achieve an equivalent standard on his or her total undergraduate academic record, including all work attempted at another institution.

All Brethren Colleges Abroad and Washington Semester Program credits are received on an S/U basis. However, a student may petition the Vice President and Dean for Academic Affairs to include all Brethren Colleges Abroad and Washington Semester Program grades for honors and for cumulative grade point average calculations.

**The Philomathes Society**

The primary purpose of the Philomathes Society, Bridgewater’s scholastic honor society, is to encourage scholarly effort and to honor students, faculty members, and alumni who have achieved unusual distinction in the pursuit of knowledge. A student is eligible to be nominated for membership after completing a minimum of 30 credit hours at Bridgewater College with a high quality point average and satisfactory grades for Convocation attendance during the year prior to nomination, provided the student has not been suspended from the College for disciplinary reasons during the year prior to induction.

**Alpha Chi**

The Virginia Gamma Chapter of Alpha Chi, a national collegiate honor society, is organized to promote truth and character, to stimulate and recognize scholarly effort, and to encourage
critical and creative thinking that will enable one to explore new areas of knowledge. Junior and senior members of the Philomathes Society who have completed at least 30 credit hours at Bridgewater, possess a cumulative quality point average of 3.20 or above, and rank in the top 10 percent of their class are eligible for election to membership in this society.

The Washington Semester Program at American University

Bridgewater College is a member institution of the Washington Semester Program at American University in Washington, D.C. This program offers courses and internships related to the following areas of study: American politics, public law, justice, foreign policy, peace and conflict resolution, international business and trade, economic policy, journalism, international environment and development, information technology and telecommunications policy, transforming communities, and gender and politics. Interested students should contact the Associate Dean for Academic Affairs.

Students are not eligible to receive financial aid to participate in both the Washington Semester Program and The Study Abroad Program.

The Study Abroad Program

The Study Abroad Program currently provides for a semester of undergraduate study at the Philipps-University, Marburg, Germany; at the Universite de Strasbourg, Strasbourg, France; at the Universidad de Barcelona, Barcelona, Spain; at the Pontificia Universidad Catolica del Ecuador, Quito, Ecuador; or one semester of study at the Cheltenham and Gloucester College of Higher Education, Cheltenham, England; at the Dalian Foreign Languages Institute, Dalian, People’s Republic of China; at Hokusei Gakuen University, Sapporo, Japan; at Universidad Veracruzana in Xalapa, Mexico; or in Athens, Greece. The program is conducted by Brethren Colleges Abroad (BCA), a cooperative program sponsored by Bridgewater College and five other colleges affiliated with the Church of the Brethren. A resident director is maintained at each location to coordinate the program with the host university officials and to assist students as need arises.

New peace and justice programs have been added in Australia, Belgium, Cuba, New Zealand, and the Republic of Ireland.

Financial assistance from federal and state aid programs may be available for students participating in BCA. The College establishes an annual limit on the availability of institutional funds to support the BCA program. Although study abroad is generally a junior year program, students may not always be able to receive institutional assistance from the College in the semester of the year of their choice. The Free Application for Federal Student Aid (FAFSA) determines the eligibility for need-based federal, state and institutional aid programs. The Office of the Vice President and Dean for Academic Affairs coordinates the application and admission process for Bridgewater students wishing to participate in BCA. The Financial Aid Office will advise students of the availability of financial aid after the Vice President and Dean for Academic Affairs confirms approval of the student.

Application dates to the Dean are as follows:

- No later than September 15 for the spring semester;
- No later than February 15 for the fall semester.
To be eligible to participate in BCA, unless the Vice President and Dean for Academic Affairs grants a written exception, a student must:

- have completed at least 30 credit hours of academic work at Bridgewater College;
- have status as a junior;
- intend to return to Bridgewater College to complete college work after the BCA experience;
- have at least a 2.7 cumulative grade point average.

The Vice President and Dean for Academic Affairs must give written approval.

While students are permitted to study a full academic year through BCA, financial aid, if provided, is currently limited to one semester.

The BCA program provides an opportunity for first-hand knowledge of a foreign culture; and an opportunity to become an active participant in the challenging task of creating a climate of mutual respect and understanding among the nations of the world.

Candidates for the programs in continental Europe must have had at least two years or the equivalent of German, French, or Spanish at the college level. Candidates for the China or Japan programs need no previous training in Chinese or Japanese languages. Other qualifications include high general academic ability, emotional stability, intellectual initiative, the ability to participate constructively in the life of a small group, and the personal attributes which will permit one to serve as a responsible and scholarly representative of America abroad.

### International Students Studying at Bridgewater

All international students will be required to sign a form stating they have sufficient health insurance coverage before coming to Bridgewater. Those international students who do not have coverage will be required to purchase the medical policy offered through the College. The Brethren Colleges Abroad (BCA) program may have additional insurance requirements.

### Bachelor of General Studies Degree Program

The Bachelor of General Studies Degree Program is an individualized liberal arts degree program for the mature adult who seeks an alternate method of obtaining a bachelor’s degree. The program is tailored to the student’s personal and vocational needs and takes into consideration the individual’s life experiences prior to matriculation.

#### ADMISSION

A student, 30 years of age or older, may apply to the Vice President and Dean for Academic Affairs for admission to the Bachelor of General Studies Program. The applicant must submit the following:

- a. High school transcript showing graduation from a secondary school or the equivalent
- b. Official transcripts of all post-secondary studies
- c. Three letters of recommendation
- d. A biographical essay summarizing the student’s background and outlining the student’s goals and reasons for pursuing the Bachelor of General Studies Degree Program.
The Vice President and Dean for Academic Affairs assigns the applicant to a faculty sponsor who consults with the applicant to develop a set of degree requirements that are submitted to the Council on Education. Approval of the degree program by the Council on Education constitutes admission to the Bachelor of General Studies Degree Program.

ASSESSMENT OF EXPERIENTIAL LEARNING
In the General Studies Degree Program, credits may be granted for satisfactory performance on the College Level Examination Program (CLEP) of the Educational Testing Service.

In recognition that competencies which are learned outside the formal college environment may be included appropriately in a student’s degree program, a student in the General Studies Program may submit to the Vice President and Dean for Academic Affairs an application with documentation that is evaluated independently by two faculty members and submitted to the Council on Education and the Dean for final action. A maximum of 30 credit hours may be earned in this way.

DEGREE REQUIREMENTS
A Bachelor’s Degree in General Studies is awarded upon completion of the following:

a. A minimum total of 123 credit hours with a minimum 2.00 cumulative grade point average.
b. Demonstrated proficiency in general education.
c. A minimum of 30 credit hours with a 2.00 grade point average in a major field.
d. Satisfactory performance on a comprehensive examination over the major field.
e. Completion of an approved senior independent study project with a grade of C or better.

FEES
The College’s regular application fee of $30 is assessed at the time of application to the program. A student’s individual program of studies determines which of the following fees will be paid:

Coursework at Bridgewater College: At the part-time rate described in the Financial Information section of this catalog.

Prior learning credit: $30 per credit hour.
Responsibility of Students

It is the responsibility of students to understand the academic standards of the College and the degree requirements of the program in which they are enrolled. Assistance in interpreting the requirements is available from advisors, the Registrar, and the Vice President and Dean for Academic Affairs.

Registration

Students are expected to register promptly in the period devoted to registration at the beginning of each semester. Failure to register at the proper time will result in the assessment of a late registration fee. The College accepts no responsibility for holding seats in courses or room reservations or providing living accommodations for students who fail to register on the days designated for that purpose.

By permission of the student’s advisor and the Registrar, one may make adjustments in his or her program of studies during the drop/add period at the beginning of the semester. When a course is dropped after the drop/add period, a grade of WP, WF, or U will be shown on the permanent record.

Class Attendance

Regular class attendance is expected of all students and attendance records are kept. Students are generally permitted one absence per course credit. Responsibility for protecting the academic interests of the student and the College rests with the student and the instructor. A student who persists in being absent from class will be reported to the Associate Dean for Academic Affairs. At the discretion of the instructor and the Associate Dean for Academic Affairs, the student may be withdrawn from the course with a WF grade and may possibly be withdrawn from the College.

Absences that occur because of college activities approved by the Vice President and Dean for Academic Affairs will be reported in advance to the Registrar by the instructor sponsoring the activity, and the Registrar will notify instructors of the students involved. The student is responsible for all work missed when absent from class. Students should discuss absences with their professors before the absence occurs.
**Classification of Students**

A student who has earned 25 credits or less is classified a freshman; 26 to 59 credits, a sophomore; 60 to 89 credits, a junior; and 90 credits or more, a senior. A student who is carrying fewer than 12 credit hours in a semester is classified as a part-time student.

**The Basis of Credit**

A credit is equivalent to one semester hour. A three-credit course meets 150 minutes per week for the semester. A two-hour or three-hour laboratory or studio per week for the semester receives one credit.

**Grade Point Average**

Quality points are applied to work taken at Bridgewater College. For each grade, the following quality points are assigned:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Quality Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.0</td>
</tr>
<tr>
<td>A-</td>
<td>3.7</td>
</tr>
<tr>
<td>B+</td>
<td>3.3</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
</tr>
<tr>
<td>B-</td>
<td>2.7</td>
</tr>
<tr>
<td>C+</td>
<td>2.3</td>
</tr>
<tr>
<td>C</td>
<td>2.0</td>
</tr>
<tr>
<td>C-</td>
<td>1.7</td>
</tr>
<tr>
<td>D+</td>
<td>1.3</td>
</tr>
<tr>
<td>D</td>
<td>1.0</td>
</tr>
<tr>
<td>D-</td>
<td>0.7</td>
</tr>
<tr>
<td>F</td>
<td>0.0</td>
</tr>
</tbody>
</table>

Grades of WP, WF, F, S, and U receive no quality points.

The grade point average is computed by dividing the quality points achieved by the number of credits attempted at Bridgewater College. All credits for which a student enrolls are counted as credits attempted except those credits for which a grade of WP or S is received. A student may repeat course work in which he or she has received a grade of D+, D, D-, F, or WF. In the case of repeated work, the highest grade is used in computing the student’s grade point average; however, both grades will remain on the student’s permanent record.

Work accepted for transfer to Bridgewater College is recorded as credits earned. Credits attempted and quality points achieved are not transferred. Hence, a student’s grade point average, both cumulative and in the student’s major, is only dependent upon work attempted at Bridgewater. However, grades on previous course work are calculated in the Bridgewater College grade point average when determining graduation with honors.

All Brethren Colleges Abroad credit is received on a S/U basis. However, a student may petition the Vice President and Dean for Academic Affairs to include all Brethren Colleges Abroad grades for honors and cumulative grade point average calculations.

**The Grading System**

A grade is assigned at mid-semester and at the end of the semester in each subject for which a student is officially registered. Only the grades assigned at the end of the semester are recorded on the permanent record. The following grading system is used:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Quality Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Superior Achievement 4.0</td>
</tr>
<tr>
<td>A-</td>
<td>3.7</td>
</tr>
<tr>
<td>B+</td>
<td>3.3</td>
</tr>
<tr>
<td>B</td>
<td>Above Average Achievement 3.0</td>
</tr>
<tr>
<td>B-</td>
<td>2.7</td>
</tr>
<tr>
<td>C+</td>
<td>2.3</td>
</tr>
<tr>
<td>C</td>
<td>Average Achievement 2.0</td>
</tr>
<tr>
<td>C-</td>
<td>1.7</td>
</tr>
<tr>
<td>D+</td>
<td>1.3</td>
</tr>
<tr>
<td>D</td>
<td>Fair/Below Average Achievement 1.0</td>
</tr>
<tr>
<td>D-</td>
<td>0.7</td>
</tr>
<tr>
<td>F</td>
<td>Unsatisfactory Achievement 0.0</td>
</tr>
</tbody>
</table>
**I – INCOMPLETE ACHIEVEMENT**
This grade may be given when a student has been unable to complete the course or has been absent from the final examination because of illness or an emergency situation that is beyond his/her control. The time and conditions for the removal of an I must be approved by the Registrar when it is assigned but no later than the sixth week of the following semester. In determining the grade point average, credits with a grade of I are not counted as credits attempted.

**WP – WITHDRAWN PASSING**
This grade indicates that the student’s achievement in the course was satisfactory at the date of withdrawal. In order to receive it, the withdrawal must have the approval of the instructor of the course, the student’s academic advisor, and the Registrar before the withdrawal deadline (see Calendar), the second week of the Interterm, or permission to withdraw from college. In determining the grade point average, credits with a grade of WP are not counted as credits attempted.

**WF – WITHDRAWN FAILING**
This grade indicates that the student’s achievement in the course was unsatisfactory at the date of withdrawal. In determining the grade point average, credits with a WF grade are counted as credits attempted. This grade is not given during the first four weeks of the semester.

**F – Unsatisfactory achievement**

A grade of F carries no credit

**S – Satisfactory achievement**

**U – Unsatisfactory achievement**

A grade of U carries no credit

**AUD – Audit**

A grade of AUD carries no credit

For field internships, student teaching, and PDP courses (excluding PDP 150 and PDP 400), grades of S or U are assigned. Courses carrying grades of S or U do not contribute to credits attempted or grade points achieved nor do they figure in the grade point average, but appropriate credits earned are credited to the student’s permanent record.

For students wishing to audit a course, a grade of AUD is assigned. A grade of AUD does not contribute to credits attempted, credits earned, or grade points achieved. The AUD grade does not figure in the grade point average.

**Grade Reports**
Midterm and final semester grades are recorded, and a report is made electronically to each student. Copies of grade reports are mailed to parents of students who have declared themselves as dependent.

**Minimum Scholarship Standards**
Every student who is permitted to enroll at Bridgewater College is expected to make continuous progress toward his or her educational objective. At the end of each semester a careful evaluation of the achievement of each student is made, and a student whose quality of performance is below the minimum scholarship standards as outlined below will either be placed on academic probation or academic suspension. The Council on Education is responsible for advising the Vice President and Dean for Academic Affairs of these standards and for hearing appeals concerning them. A student who does not achieve cumulative grade point average equal to or greater than the standard appropriate to the student’s classification will be placed on academic probation.
The following minimum grade point standards apply:

1.4 End of the first semester
1.6 End of the freshman year
1.7 End of the third semester
1.8 End of the sophomore year
1.9 End of the fifth semester
2.0 End of the junior year
2.0 Senior year

While on academic probation, counseling by the Deans and his/her portfolio or academic advisor may result in curtailment of co-curricular activities. The academic probation status is recorded on the student’s grade report, permanent record, and transcript of credits.

With permission of the Vice President and Dean for Academic Affairs, a student may attend summer session to attempt to raise his or her grade point average above the minimum required for continued attendance. While the preceding generally applies, when a student displays poor citizenship, blatant disregard for College policies, minimal academic motivation, or an attitude inconsistent with reasonable expectations of a member of an academic community, the student may be subject to Administrative Review which could result in suspension from the College.

Following academic suspension, one is ineligible for readmission until one semester has passed. Also, a student who withdraws from college at a time when his or her cumulative grade point average is below the standard required for continued attendance is ineligible for readmission for one semester from the date of withdrawal. To be readmitted, a student must present evidence sufficient to convince the Vice President and Dean for Academic Affairs that he or she can meet the minimum scholarship standards.

Overload Policy

Students are permitted to enroll in a maximum of 18 credit hours without paying an overload fee. Normally only students on the Dean’s List may apply to the Vice President and Dean for Academic Affairs for permission to enroll in an overload (more than 18 credit hours including courses audited). Students who are permitted to enroll for an overload must pay the overload fee. The overload fee is not assessed when applied music lessons result in the student being registered for an overload.

Degree Requirements: Bachelor of Arts or Bachelor of Science

1. Complete a minimum of 123 credit hours with a minimum of 48 credit hours chosen from junior-senior level courses.
2. Complete general education requirements for the respective degree.

Bachelor of Arts – successful completion of a foreign language through the intermediate (202) level. If a student is double majoring and one of the majors requires the Bachelor of Arts degree, the student must meet the Bachelor of Arts requirements for graduation.

Bachelor of Science – successful completion of a foreign language through the elementary (102) level or successful completion of two additional courses taken from Europe and/or Global Diversity lists.

3. Complete course requirements for the major, and earn a passing score on a written comprehensive examination in the major.
4. Earn a minimum cumulative grade point average of 2.0 and a minimum grade point average of 2.0 in courses required for the major.
5. Complete a minimum of 30 credit hours with 27 of the last 30 credit hours of
academic work in residence at Bridgewater College. In addition, complete at least nine credits of the major at Bridgewater College.

It is the responsibility of the student to enroll in the appropriate courses to meet degree requirements.

**COLLEGE POLICIES**

**Administrative Review**

The College administration makes every effort to avoid arbitrary, harsh, or unfair sanctions for student violations. Good citizenship in any community requires a great deal of responsibility on the part of all members. With this responsibility comes the obligation to refrain from infringing on the rights of others, whether through placing persons in danger or jeopardizing either personal well-being or property. However, when a student displays poor citizenship, blatant disregard for College policies, minimal academic motivation, or an attitude inconsistent with reasonable expectations of a member of an academic community, the student may be subject to Administrative Review which could result in suspension or expulsion.

**Harassment or Assault Grievance Procedure**

Any student who believes that he or she has been assaulted or harassed, sexually or otherwise, by any member of the College community should promptly notify the Dean of Students or any Resident Director. If the complaint involves a faculty member, the Vice President and Dean for Academic Affairs should be notified. If the complaint relates to conduct by a staff member of the Office of Student Affairs, a student may notify the Vice President and Dean for Academic Affairs. Once notified, the Office of Student Affairs (or the Vice President and Dean for Academic Affairs, as the case may be) will help the student resolve the complaint informally, if appropriate, or will support the student in pursuing a more formal response.

If the complaint relates to conduct by a member of the College community, such as a staff or faculty member, the Office of Student Affairs (or the Vice President and Dean for Academic Affairs, as the case may be) will refer the complaint to the President. The President will name a committee of three to five persons to investigate the complaint, which will then recommend appropriate disciplinary action. After the President is satisfied with the investigation and has determined the appropriate disciplinary action to be taken, he/she will communicate such action to the student who brought the complaint and the person whose alleged conduct gave rise to the complaint. It is anticipated that in most cases this communication will occur within 25 days of the date of the complaint.

Disciplinary action imposed under this paragraph may include a requirement not to repeat or continue the offending conduct, separation of the parties, attendance at relevant education programs, reprimand, reassignment, denial of pay increase, demotion, suspension, or termination of employment or relationship with the College.

While complaints do not have to be in writing, written complaints are preferred.

**Family Educational Rights and Privacy Act of 1974**

The Family Educational Rights and Privacy Act of 1974 as amended pertains to student educational records maintained by Bridgewater College. The Act allows students, and parents of dependent students, access to their educational records while also protecting their right to privacy, by limiting the transferability of records.
without the students’ consent. The following are guidelines to assist all members of the Bridgewater College community in understanding the provisions of the Act as they apply to Bridgewater College.

**College Policy on Student Access to Educational Records**

All current and former students may have access to their educational records upon submitting a written request to the appropriate office. Compliance with all requests will be made within a reasonable length of time but not later than 45 days from the date of receipt of the written request. Students requesting access to their educational record must present valid identification. Educational records are defined to include academic records, confidential letters, and statements.

Records not covered by the Act include records received prior to January 1, 1975, financial records of parents, private notes of faculty and administrative officers, law enforcement records, and medical or psychiatric records. A physician or psychiatrist may review medical or psychiatric records upon the student’s request.

Students may waive, in writing, access to recommendations and evaluations. A waiver must be filed with each individual office. The Act does not provide for blanket waivers of access to all educational records.

**College Policy on Release of Confidential Records**

The College will not release educational records of current or former students unless a written statement authorizing such a release is received from the student. Exceptions to this policy include the following:

1. Faculty and staff members having legitimate educational interest in the record.
2. Authorized federal and state officials in the process of administering educational programs.
3. Requirements in the administration of the Financial Aid Program.
4. Accrediting organizations carrying out their accrediting function.
5. Parents of a dependent student. Each student is considered to be financially dependent upon his/her parents until stated to the contrary, in writing, to the Registrar.
6. Directory information (see the following section).
7. Organizations conducting studies on educational programs, provided that the identity of the student is not revealed.
8. An emergency situation involving the health or safety of the student or other persons.

The College will advise all recipients of student records that only authorized persons may view the records. Each College office will keep a record of all individuals requesting or receiving student records except as noted in item one.

**Directory Information**

The College publishes and maintains directories (including a Web directory) for use by the campus community. The following information is generally included in these directories:

- Name and addresses (campus)
- Telephone numbers (home and campus)
- E-mail and www home page addresses
- Classification (i.e., freshman)
- Major
- Photograph
Currently, public access to the Web directory is limited to a student’s name, College box address, e-mail address and personal Web page, if any.

In the course of the school year, the College may release to the public the information listed above and the following additional information, all of which is deemed directory information:

- Participation in officially recognized activities and sports
- Height/weight (athletic team members)
- Dates of attendance
- Date and place of birth
- Degrees and awards
- Full-time/part-time status
- Previous school attendance
- Marital status
- Veteran status
- Professional objective

If a student objects to the publication of any of the foregoing information during the academic year, he/she must notify the Registrar, in writing, by the end of the Fall Semester drop/add period, or the student’s name and information will be published in the College directories.

**Educational Records**

Personally identifiable information from a student’s educational records will not be released to third parties without the student’s advance written approval, except as permitted by law.

**Services for Students with Disabilities**

Services for students with physical disabilities are coordinated through the Office of the Dean of Students. The Executive Director of Budget and Support Services addresses facility accessibility issues and supports the services coordinated by the Dean of Students. Services for students with learning disabilities are coordinated by the Director of the Academic Support Center. Any questions or concerns about such services should be directed to:

- **Dr. William D. Miracle**, Dean of Students  
  Rebecca 201, 540-828-5380/5382

- **Teshome Molalenge**, Executive Director of Facilities and Auxiliary Services  
  540-828-5750

- **Dr. Carol A. Scheppard**, Vice President and Dean for Academic Affairs  
  Flory 101, 540-828-5608

- **Dr. Raymond W. Studwell**, Director of the Academic Support Center  
  Bicknell House, 540-828-5370
A liberal arts college is ideally “a place where small groups of students live together in mutual good will, in friendly helpfulness, and in earnest study.” In the words of Woodrow Wilson, “it is a mode of association...a free community of scholars and pupils.” The words “free community” suggest common interests, living in the same place under the same laws, and participation in making and carrying out the laws governing its members. With Woodrow Wilson’s words as a model, Bridgewater strives to be a “community of excellence,” one that genuinely cares for and nurtures its members.

Campus Regulations
The conditions and provisions set forth in this catalog should not be considered as a contract between the College and the student. The College reserves the right to make changes in conditions and provisions when such changes are deemed prudent. In practice such changes are rarely retroactive.

A student can be dismissed from the College for assault, violation of the College’s drug policy, repeated or flagrant violations of the College’s alcohol policy, Honor Code violations or other behavior that may jeopardize someone’s safety or academic experience. The College has two designated boards to handle various campus policy infractions: the Judicial Hearing Board and the Honor Council. All suspensions or dismissals from the College may be appealed to the President or his designee.
Automobile travel and athletic activities involve an element of hazard that students and parents should recognize. The College is always cooperative and helpful in cases of accidents and injuries, but is not liable for any expenses resulting from them. Accident insurance is compulsory and covered in the inclusive fee.

Bridgewater discourages frequent absences from campus by students. Experience has shown that students fair better academically and otherwise when they remain an active part of the College community.

The Student Government
Both the faculty and the student body participate in all aspects of College operations. The faculty is a central force in determining policy on academic matters and has significant influence on general college policy. The student body is organized into the administrative, legislative, and judicial branches. Through its president and appointed student members of faculty committees, students are also involved in many aspects of College operations. The Student Senate, an organization of students elected by the four classes, serves as the basic policy-making authority of the Student Body. The Senate must approve presidential appointments, may override presidential vetoes, may conduct impeachment proceedings against Student Government officials, sets guidelines for all activities of the Student Senate, the President’s Cabinet, and the Honor Council, and allocates funds to various student groups. Through the Student Government an individual student has the opportunity to fulfill the role of a voting citizen in a community of 1,500 citizens, to help mold student opinion, to cooperate with the faculty in interpreting College traditions, to direct the Honor System, and to serve as a citizen in relation to a general governing body for many student co-curricular activities. The Constitution of the Student Government and the detailed regulations under which it operates are set forth in The Eagle, the handbook for students.

The Honor System and Code of Ethics
Ethics, honor, and integrity are the fundamental principles at the core of the Bridgewater College experience. Our community can only flourish in an environment of trust and respect and these notions of personal honor, integrity, and faith are the fundamentals of the Bridgewater Honor System. The Code of Honor prohibits lying, cheating, and stealing and Bridgewater College’s commitment to ethics, integrity, and values is embodied in the Code of Ethics. Violation of these Codes demonstrates harm to the community and an all-student Honor Council administers regulation of this Honor System. It is the goal of Bridgewater College’s Honor Council to assist in the development of students’ ethical and moral base.

Residence Life
Each Bridgewater student is encouraged to develop positive and wholesome patterns of study, work, worship, recreation, and the use of leisure time. It is anticipated that increasingly each should be able to manage his or her own behavior and that consideration of other persons’ rights, regard for the common respectabilities and courtesies of adult behavior, and a desire to deepen and enrich one’s own life will become central in his or her pattern of conduct.

Attendance at college is always a privilege, and not a right. Since students vary greatly in the levels of their maturity, it is desirable to indicate the expectations of the college relative to student citizenship.

The College encourages its students to refrain from possessing or using alcoholic beverages. Students who feel that alcohol must be a part of
their college lives should not attend Bridgewater. It is important that the student understand that possession or use of alcoholic beverages on campus, or returning to campus in an intoxicated condition, may subject the student to disciplinary action.

Possession or use of illegal drugs by Bridgewater College students is forbidden and will subject the student to dismissal or other disciplinary action. Furthermore, violators will not be protected from legal action.

The College prohibits gambling, hazing, harassment in any form, or the possession or handling of firearms and fireworks in the residence halls and on the campus. The use of profanity is discouraged, and smoking is limited to outdoors.

Permission to keep a vehicle at the College must be obtained at the Facilities Office during the time of official registration in the fall. One must register a vehicle within 24 hours of bringing it to the College. Temporary permits are also available in the event that a student needs to substitute another vehicle for the one registered. Failure to cooperate with the above principles may subject the student to a fine or other disciplinary action.

If, at any time, the conduct of any student becomes detrimental to the work of other students and to the best interest of the College, the administration reserves the right to request, or, in some cases, require, the student to withdraw from the College community. If and when a student is asked or required to withdraw, there is no refund of tuition, fees, and room charges, and board fees generally are pro-rated.

Students are responsible for the proper care of their rooms and furniture. Room inspections are made occasionally, and damages are charged to the occupants of the room. Damage to other college property by students is likewise chargeable to them.

Bridgewater students take responsibility for their own laundry. Washers and dryers are available in the residence halls at no cost, and local laundries and cleaners are located near campus.

During the Thanksgiving, Christmas, and spring recesses, dining services are not provided and students are required to vacate their rooms. The first meal served after each vacation is the evening meal prior to the day of registration or the resumption of classes.

**Residential/Commuter Status**

The faculty and administration believe that participation, engagement and incorporation into campus life are key elements to the holistic development of every student and integral to Bridgewater’s liberal arts tradition of education. Because of this strong belief in the role on-campus housing plays in the educational process, all full-time students are required to live in College housing except: (1) students living at home with their parents or legal guardians of the parents'/guardian’s principal residence in one of the following counties: Augusta, Highland, Page, Rockingham or Shenandoah; (2) students who are married; (3) students 23 years of age or older; and (4) veterans. Students are not required to live on-campus during the summer sessions. Bridgewater College has seven traditional residence halls (three male and four female) and a 188 bed apartment-style complex. In an effort to offer an alternative to the traditional residence hall experience, Bridgewater College provides a limited number of upperclass students the opportunity to live in several College owned houses and apartments. These houses and apartments are either on or adjacent to the campus and offer many of the same services that are provided in the residence halls.
Students living in the College owned houses and apartments are subject to the same policies as students living in the residence halls.

Sales representatives are not permitted to make solicitations in the residence halls except upon permission of the Administration. Students acting as sales representatives must secure permission from the Office of Student Affairs.

The College operates a snack shop on campus to provide sandwiches and refreshments to students and faculty. No other group of students is permitted to sell refreshments on the campus without permission from the Office of Student Affairs.

Co-Curricular Activities

Bridgewater College promotes appreciation of the fine arts by bringing to campus touring theatrical companies, stage personalities, professional musicians, and noted lecturers. The Committee on Cultural Activities plans the Lyceum Series of cultural programs and presents a series of artistic foreign and domestic films.

Eagle Productions is the programming board that plans and implements student activities. The group seeks to provide a diverse and comprehensive program of activities for the whole campus as well as leadership development for its members. Eagle Productions is composed of approximately 30 students. This group works with an advisor to plan and implement a creative program of weekend events on campus. There are many special events planned such as Homecoming and the Springfest Carnival. Every weekend, regular activities include the coffeehouse series, concerts, movies, dances, late night activities, and more.

Convocations

Convocations at Bridgewater College invigorate connections in the community and affirm the College mission to “educate the whole person.” In order to facilitate this, a wide variety of programs including films, speakers, presentations, campus worship, musical and other performances, and travel experiences are offered. Further, these programs will deal with a plethora of important social issues.

At least two convocations are held each week, and each student is required to attend at least seven per semester. As the Convocation Program is an integral part of the liberal arts program at Bridgewater College, attendance records are maintained. For the student who meets the convocation attendance requirements at the end of each semester, a grade of Satisfactory (S) is entered on the student’s permanent record; for the student who does not, a grade of Unsatisfactory (U) is entered. Attendance at the convocation is recorded at the end of the program when a student swipes their ID card. Every student will be allowed to arrive late only once per semester, if they want it to count as one of their seven required convocations.

Convocations are held in five different formats at Bridgewater:

The “Traditional” Series – Held every Tuesday morning at 9:30 a.m., these convocations typically involve speakers, presenters, and participants from within the Bridgewater College community. These convocations are designed as a forum for the campus and the community to stay abreast of relevant issues.

The “Convo on the Road” Series – Held occasionally, and with a limited number of participants, these convocations are field trips with an educational twist. We are able to offer the trips at a discounted price to students as they are subsidized by the convocation budget.
The “Evening Event” Series – Held on weekday evenings usually at 7:30 p.m., these convocations typically involve speakers recruited from the national or international scene and are supported by Bridgewater College’s endowed lecture funds. These convocations are designed to challenge and provoke the audience to think about issues in new ways or perhaps for the first time. These evening events sometimes draw a large audience and last an hour.

The “Sunday Cinema” Series – Held every other Sunday evening at 6:00 p.m., this film series will show topical and/or provocative films. These films will be sponsored by various academic departments and/or faculty members who will lead a discussion following the film. Please note that several of these films will involve adult content and mature themes.

Lyceum Series & Faculty Recitals – Held on specific Tuesday Evenings at 8:00 p.m., these series, which are part of the “Evening Event” convocations, bring professional musical and cultural events of the highest caliber to the college.

Athletics

The faculty and staff encourage men and women to participate in intercollegiate athletics by fostering a challenging and versatile athletic program. They believe that athletics contributes to the development of the whole person, which is a key component of the College’s mission. Athletics is an integrated part of the academic curriculum of the College promoting leadership, self-discipline, and responsibility.

The College sponsors 21 varsity programs that include: baseball, basketball, cross country, football, golf, soccer, tennis, indoor track, and outdoor track for the men, and basketball, cross country, field hockey, lacrosse, riding, softball, soccer, tennis, indoor track, outdoor track, volleyball, and swimming for the women. The athletic program supports a cheerleading squad, a dance team and Pep Band that perform at home football and basketball games.

The College is a Division III member of the National Collegiate Athletic Association and follows guidelines and policies set forth by this governing body. Bridgewater’s teams are members of the Old Dominion Athletic Conference that has 14 college members.

**ATHLETICS MISSION STATEMENT** — The College adheres to the philosophy of intercollegiate athletic competition based upon the principles of amateurism, sportsmanship, and fair play. The following guidelines have been developed for the athletic program: (1) to place a priority on the academic progress of all students who participate in intercollegiate athletics; (2) to ensure the physical well-being of all student-athletes during practice, travel, and play; (3) to develop each student-athlete physically, mentally, socially, emotionally, and morally; and (4) to develop excellence in all of the College’s intercollegiate athletic programs.

Intramural Program

The intramural office provides a program of recreational activities for students, faculty and staff that encourages participation, and provides challenging competition, healthy exercise, and good sportsmanship.

The following intramural sports are available at the College and, depending upon interest, are available for men, women and as co-rec:

- Flag Football
- Tennis (singles and doubles)
- Basketball (3 on 3)
- Basketball (5 on 5)
- Golf (singles and doubles)
- Billiards (singles and doubles)
- Sand Volleyball (4 on 4)
Ping Pong (singles and doubles)
Indoor Volleyball (6 on 6)
Racquetball (singles and doubles)
Softball
Horseshoes (singles and doubles)
Indoor Soccer (4 on 4)
Outdoor Soccer (6 on 6)
Foosball (singles and doubles)
Badminton (singles and doubles)
Bowling
Free Throw and 3 point competition
Ultimate Frisbee
Dodgeball

**Theatre**

Theatre at Bridgewater College strives to achieve the broader goal of a liberal arts education; its curriculum and the collaborative nature of its productions are designed to educate artist-scholars who are well-trained, well-rounded and intellectually informed. Each year, two Main Stage productions are realized and directed by the theatre faculty or guest artists. These productions are chosen to enhance the academic experience of direct course work, as well as to respond to and to reflect upon social, cultural, and political issues that affect the life of the student body, the College, and the global community. Theatrical production develops student talent, while offering the College community the opportunity to experience a wide array of theatre genres. Additionally, theatrical production suggests to students the vocational and avocational opportunities in the field of theatre.

The student-run theatre organization, the Pinion Players, provides students with co-curricular opportunities to participate in all aspects of theatrical production, from directing and acting to designing and playwriting. Activities vary yearly, are driven by student interest and may include children’s theatre productions for local elementary schools and a student-directed one-act festival.

**Forensics and Debate**

Bridgewater College offers its students an opportunity to participate in intercollegiate forensics and debate. Forensics opportunities include preparing and performing public speaking events such as Informative, Persuasive, and After Dinner Speaking, as well as interpretive events such as Prose, Poetry, and Dramatic Interpretations. In addition, there are limited preparation events, Impromptu and Extemporaneous Speaking. Debate opportunities include Lincoln-Douglas as well as Parliamentary style debates. Every year, college teams participate in a number of invitational tournaments, and over the years Bridgewater College Forensics and Debate participants have won top honors. In addition to attending tournaments, the team hosts an annual tournament on the Bridgewater College campus.

**Music**

Bridgewater recognizes the importance of music, not only as a part of the curriculum of a liberal arts college, but also as a vital part of campus life. Students are encouraged to participate in the several musical organizations of the college.

From its founding, Bridgewater has been known as a “singing college.” There are three choral groups. The Oratorio Choir is the large ensemble that rehearses during the fall semester and performs a major work during the advent season. The Concert Choir, a group of 45 students, performs on campus and tours extensively in the spring semester. The Chorale is a group of 23 singers that performs on campus.
and tours at various times during the year to schools and churches.

Instrumental ensembles at Bridgewater include the Symphonic Band, the Jazz Band, the Pep Band, and small woodwind and brass ensembles. These bands and ensembles perform on campus in both formal and informal concerts and tour at various times during the year.

Rich expressional activities, including frequent student recitals, parallel the courses in theory and applied music. Private instruction in piano, organ, voice, and instruments is available for students.

**Publications**

Students write, edit, and publish a newspaper, *Veritas*, that highlights campus news and affords students opportunities to air publicly differences of opinion on campus issues, College policies, and Student Government action. Students also publish a yearbook, *Ripples*, that is usually distributed in the fall. Both the newspaper and the yearbook have won honors in state and national competitions.

*The Eagle*, a handbook for all students, contains the constitution and bylaws under which the Student Government operates, a register of the faculty, a register of student leaders, the school calendar, a list of student organizations, the words of the College song, and a summary of Bridgewater ideals and traditions. The College publishes annually the catalog, *the President’s Report*, and the *Bridgewater* alumni magazine.

*The Philomathean* is a journal of student papers, essays, short stories, poems, and visual art published each year by Bridgewater College. “Philomathean” means love of, or devotion to, learning; *The Philomathean* reflects this ideal by recognizing and honoring student creativity and scholarship. A student may submit work produced for a course on his or her own initiative, or faculty members may recommend a student’s work, to a faculty editorial board which selects the contributions to be included in *The Philomathean*.

**Other Organizations**


**STUDENT SERVICES**

**Counseling and Guidance**

Bridgewater College provides a wide range of counseling services to encourage students to develop personally, socially, and spiritually, as well as academically throughout their college experience. These services provide students with tools and resources, which will be useful to them for the rest of their lives.
Students are assigned a faculty advisor within the department they intend to major. Because the primary responsibility of a faculty advisor is to assist the student with course requirements, registration and academic regulations, personal counseling needs are usually referred to one of the appropriate staff members mentioned above. Freshman students also are assigned a PDP advisor, who serves as a guide throughout the first year of college.

**Career Services**

The Office of Career Services is committed to helping each student achieve his/her education and career aspirations. Whether seeking employment or graduate school after graduation, the Director can assist students during this transitional period.

- During the freshman year, it is very important that students develop a greater sense of who they are, what they want, and how they can achieve success through a degree from Bridgewater College. Individual career counseling and testing services assist students in choosing the most appropriate major and complementary career directions.

- As a sophomore, students should begin to explore their interests and desires relative to their future occupation. The Office of Career Services has abundant resources on the Web and in the career library to give every student the knowledge they need.

- As a junior, acquiring relevant experience is a must. The Office of Career Services coordinates the College’s internship program and has listings of internships, summer employment and volunteer opportunities to help students find relevant work. **Completing an internship is strongly recommended.** During the junior year, it is also important to develop the fundamental skills to establish a quality résumé and cover letter, and to interview suc-
cessfully. If graduate school is an option, the student should begin researching programs and preparing for graduate school entrance exams.

- Seniors are encouraged to participate in the Senior Transitions Program. This program educates seniors on how to successfully search for a job and/or enter an appropriate graduate school program. The senior year involves networking; attending job/graduate school fairs; utilizing the career services employment notice postings; on-campus interviewing with representatives of business, industry, and school systems; and acquiring the job search skills to find gainful employment. It is recommended that graduate school applications and entrance examinations be completed by the end of the fall semester.

Each year, approximately 14 percent of Bridgewater College students choose to pursue graduate school. In addition to the Director of Career Services, faculty advisors and the Vice President and Dean for Academic Affairs assist students in securing admission to graduate and professional schools as well as obtaining graduate fellowships and assistantships. The Career Services Office has LSAT (Law), MCAT (Medicine), GMAT (Business), DAT (Dental) and GRE (graduate school) practice exams and preparation materials available upon request.

Health Services

Health Services makes every effort to provide professional and compassionate health care to all students, including residential, commuting and part-time students. It endeavors to assist students in developing a healthy lifestyle by providing information, instruction and counseling concerning health and wellness issues.

All visits, treatments and medications provided at the Health Services office are free of charge. When prescriptions are written or referrals are made to outside labs or doctors’ offices, it will be the responsibility of the student to pay for and/or file for insurance coverage for reimbursement of charges. It is recommended that the student bring complete insurance information, including a copy of the provider’s insurance card. A physical examination and documentation of all required immunizations, including the Meningitis vaccine, Measles, Mumps, Rubella (1 and 2), Polio Scaies and Tetanus (in the last 10 years) is required of all new students prior to registration for classes.

For a complete listing of services provided, visit our Web site at www.bridgewater.edu.

Horseback Riding and Horse Stables

Bridgewater College owns and operates the Bridgewater College Equestrian Center (BCEC) in Weyers Cave, about 10 minutes from campus. The College’s equestrian program is based at the BCEC and includes classroom instruction, riding lessons (credit and non-credit) and riding team activities. The BCEC has boarding facilities available for student-owned horses on an advance reservation basis. Additional stalls are available at the College Stables on the main campus. Contact the Stable Manager at 540-480-7850 for information on boarding options.

Religious Life and Services

As a church-affiliated academic community, the College seeks to maintain a distinctively Christian atmosphere while respecting other religious traditions. As a learning community with Christian values, the College encourages each individual to develop a personal faith and to find a meaningful place in the world.

The College views religious activity as a natural and essential part of student life. Students are encouraged to actively pursue their faith development within a wholesome balance of learning, service, and leisure. Weekly campus worship services, spiritual focus events, Bible
Alumni Association

The Alumni Association, organized June 6, 1899, seeks to strengthen the bond of loyalty between alumni and their alma mater, fosters an esprit de corps of good fellowship among alumni, organizes local chapters, arranges a class reunion every five years for each class, and helps promote the growth and development of the College. The Alumni Association sponsors the Senior Bridgewater Ball.

The Alumni Association is governed by its elected officers and a board of directors. The Director of Alumni Relations, as the chief executive of the association, directs all alumni relations and activities and helps organize and maintain chapters throughout the nation.

All graduates and students who have completed at least 25 credit hours at Bridgewater College are eligible for membership in the Alumni Association. Those who have graduated or earned transferable credit at Bridgewater or from the former Blue Ridge or Daleville colleges, prior to 1966, are members of the association. Faculty, staff, trustees, and those awarded honorary degrees are honorary members of the association. The association charges no dues, but all members are urged to make annual contributions to the annual fund. These yearly contributions keep the alumni in good standing and their memberships active. Students should contact Wendell Esbenshade, Director of Alumni Relations.

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FINANCIAL INFORMATION

This section contains general information regarding financial matters. Please see the College Web site, www.bridgewater.edu, for specific policies and procedures.

Fees for the 2008-2009 Session

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<tr>
<th>FULL-TIME STUDENTS</th>
<th>PER YEAR</th>
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<tr>
<td>RESIDENT</td>
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<tr>
<td>Comprehensive Fee, including tuition</td>
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<td>NON-RESIDENT</td>
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<tr>
<td>Comprehensive Fee, including tuition</td>
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<td>Total</td>
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Payment Dates

Payments are due according to the following schedule:

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<td>Fall Semester</td>
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<td>Spring Semester</td>
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<table>
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<th>NON-RESIDENT</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall Semester</td>
<td>$11,545</td>
<td>Aug. 13, 2008</td>
</tr>
<tr>
<td>Spring Semester</td>
<td>11,545</td>
<td>Jan. 5, 2009</td>
</tr>
<tr>
<td>Total</td>
<td>$23,090</td>
<td></td>
</tr>
</tbody>
</table>

To be considered full-time, a student must be registered for a minimum of 12 credit hours during a semester. The fee schedule that follows, unless otherwise noted, assumes a full-time enrollment of at least 12, but not more than 18, credit hours per semester.
The comprehensive fee assessed to all students includes tuition and the following mandatory fees: registration, student activities, library, medical, student services and technology. The inclusive fee for resident students includes room and board.

**Late Payments**

Payments must be received in the Business Office by 4 p.m. on due dates listed above. Past due payments may be assessed a $75 late charge. After 30 days, past-due accounts are subject to additional penalties not to exceed 12 percent per year. Students may not complete class registration until satisfactory arrangements have been made with the Business Office for payment of all fees. The College does not issue transcripts of credits for students with delinquent accounts.

**Reservation Deposits**

Full-time students must confirm their intention to enroll by making a reservation deposit. The reservation deposit is applied to the Fall Semester charges for the upcoming year and is nonrefundable after May 1 for new students. Students admitted after May 1 must make a deposit within 10 days after admission. For returning students, the reservation deposit is due early in the Spring Semester (due dates to be announced each year) and is nonrefundable. Returning students who fail to make the deposit on time must pay a penalty of $50 and may not complete preliminary registration, select classes, or reserve a room until the deposit and the penalty have been paid. Further, students must pay this amount in order to complete registration.

**Part-Time Students**

A part-time student (one who is registered for fewer than 12 credit hours in a semester and who resides off campus) pays $775 per credit hour plus a Registration Fee of $30 per semester. Payment must be made at the time of class registration. A part-time student is not eligible to receive scholarship aid or to reside on campus. Part-time students are not billed prior to registration.

**Interterm**

Interterm is part of the academic year and half of the basic Interterm fees are included in each semester billings for full-time students. No refund for tuition, room or board will be given to students not attending Interterm. There may be additional charges to students enrolled in Interterm courses involving travel, off-campus housing or other expenses. For students enrolled for less than a full academic year, basic Interterm fees will be assessed on a pro-rated basis. Please contact the Business Office for additional information if you will be attending Interterm but will not be enrolled for the Fall and/or Spring semesters.

**Other Fees**

In addition to the fees listed above, certain elective courses require student fees that are established at the beginning of each academic year. Horseback riding and private music lessons are examples of such fee courses. Also, four-credit classes with a lab are typically charged a lab fee. Additional fees are assessed for certain dormitory rooms (single rooms, etc.) and various transactions including automobile registration, course overloads, etc. These fees are subject to change without notice. See the Business Office page at www.bridgewater.edu for a current list of fees.
**Deposits**

Dormitory and Room Key $100

Contingency Fee

Damage to dormitory buildings and furniture is charged to this deposit. The dormitory and room key deposit is made at the time the student first enrolls, and is retained by the College until the student either graduates or withdraws. Returning students cover assessments that have been made against the deposit by bringing it back to the level of $100 at the time of each fall registration. Failure on the part of the student to complete the dorm checkout process properly at the end of each academic year may cause the deposit to be forfeited. Any unused portion of the deposit will be refunded at graduation or upon withdrawal from the College after checkout is complete.

**Personal Expenses**

Each student pays for his or her own personal expenses and books. Books cost approximately $960 per year and may be purchased by cash, check or credit card from the College Bookstore. Please note that students are not permitted to charge books to their student accounts.

**Withdrawal from College**

To withdraw from Bridgewater College at any time during a semester, a student must first confer with the Associate Dean for Academic Affairs who will provide a form requiring the signatures of appropriate college personnel. A student who fails to withdraw properly may forfeit his or her dormitory and room key deposit, will receive failing grades in all currently enrolled courses and may be ineligible for refunds as described below.

**Refunds**

The College must contract for its faculty and other educational services well in advance. For this reason, only limited refunds can be made when a student withdraws from the College. Advance deposits are not refunded in any instance.

The financial aid of a student who does not complete the semester for any reason will be reduced in accordance with mandatory Federal guidelines. All questions concerning refund amounts should be addressed to the Business Office.

**WITHDRAWAL DUE TO HEALTH REASONS**

<table>
<thead>
<tr>
<th>Period</th>
<th>Refund Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>During the first two weeks</td>
<td>80%</td>
</tr>
<tr>
<td>of the semester</td>
<td></td>
</tr>
<tr>
<td>During the third or fourth weeks</td>
<td>50%</td>
</tr>
<tr>
<td>During the fifth or sixth weeks</td>
<td>20%</td>
</tr>
<tr>
<td>After the sixth week</td>
<td>No Refund</td>
</tr>
</tbody>
</table>

In the event of an approved withdrawal for health reasons, a refund of tuition and fees is provided according to the above schedule. No refund is given for the room charge, but the board fee is generally pro-rated. Confidential written documentation in support of a medical withdrawal must be provided by a physician or other certified medical practitioner to the Vice President and Dean for Academic Affairs in order for this schedule to apply. In most cases, the supporting documentation must be received within two weeks after the withdrawal date.

**WITHDRAWAL DUE TO PERSONAL REASONS**

<table>
<thead>
<tr>
<th>Period</th>
<th>Refund Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>During the first two weeks</td>
<td>50%</td>
</tr>
<tr>
<td>of the semester</td>
<td></td>
</tr>
<tr>
<td>During the third or fourth weeks</td>
<td>25%</td>
</tr>
<tr>
<td>After the fourth week</td>
<td>No Refund</td>
</tr>
</tbody>
</table>

In the event of an approved withdrawal for personal reasons, a refund of tuition and fees is provided according to the above schedule. No
refund is given for the room charge, but the board fee is generally pro-rated.

WITHDRAWAL DUE TO DISCIPLINARY SUSPENSION
In the event of a disciplinary suspension, refunds are generally treated as a withdrawal due to personal reasons.

Methods of Payment
The inclusive fee for each semester is due according to the schedule on page 52. Fees for part-time students are due at the time of official registration. All financial aid administered by the College is applied to the students’ accounts at the rate of one-half for each of the Fall and Spring semesters. Work-study earnings are paid directly to the student by check on a monthly basis.

Payments may be made by check or money orders. The College does not accept credit card payments. People who prefer to pay the Inclusive Fee in equal installments may choose to enroll in the Tuition Payment Flex Plan which is administered by Advanced Education Services (AES). For more information, visit the Business Office Web site or call AES at 1-800-551-2773, Ext. 15.

Alumni Learning Tuition Program
The Alumni Learning Tuition Program provides tuition discounts for Bridgewater College graduates wishing to further their education. Graduates may register for Bridgewater College classes at 50 percent of the current undergraduate tuition rate, provided that:

• They have completed a degree program at Bridgewater College.
• They are pursuing either professional certification or a second major.
• Classroom space is available after giving first priority to current undergraduates.
• Class size requirements are met.
• They do not have an outstanding balance with Bridgewater College.

Returning graduates will be assigned an advisor who will help them develop an academic plan according to their goals. Applications for the Alumni Learning Tuition Program are available in the Office of the Associate Dean for Academic Affairs.
Recognizing that college costs are a legitimate concern to many students, Bridgewater College commits significant institutional resources for grants and scholarships. To assist as many students as possible, the aggregate of institutional funds for an individual student is restricted to an amount equivalent to tuition and fees. Institutional grants and scholarships apply to institutional costs associated with undergraduate enrollment during the academic year and exclude summer school. The Financial Aid Office coordinates resources provided by state and federal aid programs to provide a substantial and varied program of financial aid.

**Federal Government Financial Aid**

Both returning and new students are required to submit the Free Application for Federal Student Aid (FAFSA) for the 2008-2009 academic year no sooner than Jan. 1, 2008 and the priority deadline is March 1, 2008. Applications submitted after March 1 will be processed as long as funds are available. The FAFSA is also the approved application for need-based institutional and state financial aid programs. The Financial Aid Office begins releasing aid packages to prospective students after March 15 on a rolling basis. Returning students receive their aid packages after June 15.

Listed below are brief descriptions of the Title IV federal aid programs for students who are citizens or permanent residents of the United States. Full-time status for financial aid regulations is enrollment in a minimum of 12 credit hours in each semester while half-time status is enrollment for 6-11 credit hours. Selected federal programs can be awarded to students enrolled on a part-time basis. The analysis of the FAFSA determines eligibility for Title IV aid programs. All students are subject to satisfactory academic progress standards in order to maintain eligibility for participation. Entering freshmen and transfers are considered to be making satisfactory academic progress based upon their admission. However, after that point, satisfactory academic progress is measured according to the information listed on page 57. The Financial Aid Office staff is available to answer questions about the issue of satisfactory academic progress for financial aid.

### Title IV Federal Aid Programs

1. **Federal Perkins Loan** – Students with exceptional financial need may be offered up to $4,000 per year and up to $20,000 for an undergraduate degree. Repayment begins nine months after a student drops below half-time status. The interest rate during repayment is five percent. Based upon total funds borrowed, the repayment period has a limit of 10 years.

2. **Federal Pell Grant** – Authorized under the Higher Education Amendments of 1972, eligible undergraduate students received a grant ranging from $400 to $4,310 in the 2007-2008 academic year. Eligibility is tied to the Expected Family Contribution (EFC) which is determined by an analysis of the FAFSA.

3. **Federal Supplemental Educational Opportunity Grant** – Under the Higher Education Act of 1965 and subsequent amendments, grant funds are available for the neediest students as determined by the EFC. Pell Grant recipients have first priority for these funds. Awards may range from $100 to $4,000.
4. **Federal Work-Study Program** – A number of job opportunities are filled by students who meet the provisions of the federally subsidized employment program. Employment is performed under conditions established by federal aid regulations.

5. **Federal Stafford Loan** – If the analysis of the FAFSA determines that financial need exists, the student is eligible for a subsidized Stafford Loan. If no financial need exists the student is eligible for an unsubsidized Stafford Loan. The distinction between these categories is in regards to payment of interest while the student is enrolled on at least a half-time basis.

For a subsidized Stafford Loan, the lender receives interest payments from the federal government. For an unsubsidized Stafford Loan, the student borrower must make interest payments while in school or have payments capitalized. Annual loan limits are $3,500 for freshmen, $4,500 for sophomores, and $5,500 for juniors and seniors. Students are eligible to have their loan limits met through subsidized, unsubsidized or a combination of the two loan types. Students must reapply with a FAFSA for each year that a loan is requested in order to determine the type of loan for that academic year.

6. **Federal Parent Loan to Undergraduate Students** – This program is designed to assist parents in borrowing money to pay for undergraduate educational expenses. To be eligible for a PLUS loan, the parent must be credit worthy. The maximum loan is the educational cost of attendance budget less financial aid awarded. Repayment begins within 60 days of final disbursement. The fixed interest rate is 8.5 percent.

**Satisfactory Academic Progress** — To be eligible for Title IV federal aid, a recipient must maintain satisfactory academic progress. If one does not meet the minimum requirements set forth, one may make an appeal for aid. The Financial Aid Committee rules on all satisfactory progress appeals.

Students attending Bridgewater College must be in good standing and making satisfactory academic progress as follows:

<table>
<thead>
<tr>
<th>Enrollment</th>
<th>Credits Earned</th>
<th>Class</th>
<th>Year-End GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>End of Year 1</td>
<td>24</td>
<td>Freshman</td>
<td>1.600</td>
</tr>
<tr>
<td>End of Year 2</td>
<td>48</td>
<td>Sophomore</td>
<td>1.800</td>
</tr>
<tr>
<td>End of Year 3</td>
<td>72</td>
<td>Junior</td>
<td>2.000</td>
</tr>
<tr>
<td>End of Year 4</td>
<td>96</td>
<td>Senior</td>
<td>2.000</td>
</tr>
</tbody>
</table>

**Federal Aid Return of Title IV Funds**

While Bridgewater College has a refund policy for charges, outlined on page 54 in the catalog, a separate program for federal aid exists as described in the “Return of Title IV Funds” regulations published by the U. S. Department of Education. Bridgewater College determines how much Title IV aid a student has received and earned at the time of withdrawal. The amount of aid earned is calculated on a prorata basis through 60 percent of the payment period. The amount of unearned Title IV aid is then returned to various Title IV aid programs which include Federal Stafford Loan, Federal Perkins Loan, Federal PLUS Loan, Federal Pell Grant, Federal Supplemental Educational Opportunity Grant, Academic Competitiveness Grant, National SMART Grant, and other Title IV programs. If the student has received any assistance from the Title IV funds in the order listed above, the return of funds will go to those specific programs in the order received. After 60 percent of the payment period (academic semester) has been completed, all Title IV funds have been earned and continue to be available for payment against institutional charges. It is possible for students whose accounts were paid in full at the start of a term to owe payment for
the balance of charges after the return of Title IV funds is completed. The withdrawal date for use in this process can begin in several different ways. The standard procedure begins with the date that the student picks up a Withdrawal Form from the Associate Dean for Academic Affairs, or the date that the student orally or in writing provides an official notification to the institution of their intent to withdraw, can be the valid withdrawal date. If a student gives no official notification, Bridgewater College has the option of using the midpoint of the payment period or a withdrawal date that can be documented with the student’s attendance at an academically related activity. Before a student takes any action to withdraw, it would be advantageous to learn the refund policy that the Business Office will use as well as the implications of any Refund of Title IV funds. Any questions concerning this issue should be addressed to the Financial Aid Office. All questions concerning final resolution of the account balance in the Business Office should be addressed to the Vice President for Finance.

**ACADEMIC SCHOLARSHIPS**

**Freshmen**

Eligibility for the following scholarships is based on cumulative high school grade point average, class rank, SAT/ACT test scores, and quality of high school curriculum. Annual renewal requires a minimum year-end GPA of 2.3 (C+) unless otherwise noted. Recipients receive the award for a maximum of eight semesters (does not include summer school) toward the undergraduate degree.

1. **Achieving in a Community of Excellence (ACE) Scholarships** – have variable stipends of $9,000, $13,000 and $16,000.
2. **President’s Merit Plus Award** – grant equivalent to full tuition awarded to a limited number of freshmen. Annual renewal requires a year-end GPA of no less than 3.4.
3. **Church of the Brethren Scholarship** – awarded to eligible freshmen who are members of the Church of the Brethren. The stipend is $2,500.
4. **McKinney Scholarship** – $16,000 awarded to eligible freshmen who graduate from public high schools in Carroll County, Md.
5. **Lantz Scholarship** – $10,000 awarded to eligible freshmen who are graduates of Broadway High School (Va.) or who attend Linville Creek Church of the Brethren.

**Transfers**

Eligibility for the following scholarships is based on credits earned and cumulative grade point average for all college work. A minimum of 12 transferable credits and a 3.0 cumulative college GPA are required for consideration. Annual renewal requires a minimum year-end GPA of 2.3.

**ACADEMIC SCHOLARSHIPS**

Achieving in a Community of Excellence (ACE) Scholarships – have variable stipends of $6,000, $8,000 and $10,000.

**INSTITUTIONAL GRANTS**

1. **General Grant** – Need-based grant awarded to selected students who have demonstrated financial need based upon the analysis of their Free Application for Federal Student Aid (FAFSA).
2. **Transfer Grant** – $3,000 grant awarded to transfer students (never attended Bridgewater College) with a minimum of 12 transferable credits earned after graduation from high school OR $5,000 grant to transfer students with a minimum 3.5
cumulative GPA and an associate degree (only one applies).

3. Phi Theta Kappa Scholarship – $2,000 grant awarded to transfer students with membership in PTK from the community college system.

**COMMONWEALTH OF VIRGINIA FINANCIAL AID**

1. Virginia Tuition Assistance Grant – The amount of a Virginia Tuition Assistance Grant, dependent upon a level of funding by the Virginia General Assembly, is independent of the financial status of the student and his or her family. During the 2008-2009 academic session, the maximum estimated value of this grant is $3,200. To be eligible, the student must be a legal resident or domiciliary of Virginia and must be enrolled in at least 12 credit hours of work in each semester. The deadline to apply is July 31, and application forms are available from the Financial Aid Office.

2. College Scholarship Assistance Program – To be eligible for this grant, a Virginia resident must demonstrate financial need that is greater than 50 percent of educational costs. Bridgewater College selects the recipients from its pool of eligible applicants. The minimum award amount is $400 and the maximum is $5,000.

**ENDOWED SCHOLARSHIPS**

Endowed scholarships are funded through gifts from interested alumni and friends, churches, and the income of endowed funds. Each scholarship has select criteria and eligibility requirements associated with it. Currently, Bridgewater College has over 180 endowed scholarships to award to eligible students. A listing of the endowed scholarships is in the annual President’s Report.
Knowing what you want to do after college is often a tough decision. While some students enter college with a firm idea of what to pursue, most only have a vague idea. Approximately 75 percent of students change their major at least once. This occurs because as one’s awareness of the opportunities in the working world increase, one’s impressions can change. One of the benefits of a liberal arts education is the exposure to a wide variety of subject matter, disciplines, and opportunities. The Office of Career Services exists to help each student translate this increased awareness into a career and life plan.

**Business**

A four-year curriculum leading to the Bachelor’s Degree in either business administration or economics is provided. Concentrations are offered in accounting, finance, managerial economics, international commerce, organizational management, and marketing.

**Computer Science**

Completion of a curriculum leading to a Bachelor’s Degree with a major in computer science, computer science combined with mathematics, or information systems management prepares one to enter graduate study in computer science or to pursue employment in this rapidly expanding field.

**Dentistry, Pharmacy or Physical Therapy**

Admission to schools of dentistry, pharmacy and physical therapy may be obtained without the completion of the baccalaureate degree requirements. Most students will remain at Bridgewater to complete the baccalaureate
degree. The College has special articulation agreements with The George Washington University leading to a master’s degree in physical therapy and with Shenandoah University leading to a doctoral degree in physical therapy.

**Graduate School**

Bridgewater students planning careers in research, in the professions, or as college and university professors enter the leading graduate schools in the United States each year to pursue work leading to the M.A. or M.S., the Ph.D., or a professional degree. Students interested in pursuing graduate studies should consult with their faculty advisors concerning appropriate preparation and application procedures. Additional information and assistance is available in the Office of Career Services.

**Engineering**

A student who completes 91 credit hours at Bridgewater College, including the general education requirements and the requisite courses in science and mathematics, may be admitted to the receiving engineering school where, in two additional years, the Bachelor’s degree in one of several engineering fields may be earned at the same time a Bachelor’s degree is earned at Bridgewater College. We currently have articulation agreements with The George Washington University and Virginia Tech. Students interested in this program should consult with the Vice President and Dean for Academic Affairs and the Chair of the Physics Department.

**Forestry**

A dual degree program is offered in cooperation with the School of Forestry and Environmental Studies at Duke University. A student who completes 91 credits and the general education requirements at Bridgewater College may seek admission to Duke. While the student may enter the School of Forestry and Environmental Studies with a background in one of several major fields, the student’s program of studies must include Biology, Mathematics, Computer Science and Economics. Those interested in this program should confer with the Vice President and Dean for Academic Affairs and the Chair of the Biology Department.

**Government Service**

Completion of a curriculum leading to the Bachelor’s Degree, provided a suitable major and area of concentration have been selected, qualifies a person for various positions in state and federal government. A student interested in government service should confer with the appropriate faculty advisor. Additional information and assistance is also available in the Office of Career Services.

**Family and Consumer Sciences**

Completion of a curriculum with a major in Family and Consumer Sciences prepares students for entrance into the following careers: retailing and merchandising, demonstration of food and textile products and of household equipment, nutrition and wellness, food service and management, and teaching.

**Law**

Students seeking to pursue a career in law need an education that prepares them to read effectively, to write clearly, and to think analytically. An excellent general education and a concentration in any one of several fields provide the preparation needed. College debate experience and an internship in a law office in the junior or
senior year can provide valuable added preparation. Students who are interested in a career in law should confer with the Vice President and Dean for Academic Affairs or Dr. James Josefson, the pre-law advisor.

**Medical Technology**

Bridgewater College offers a bachelor’s degree program with a major in Medical Technology in which the student studies three years at Bridgewater and 12 months at an accredited school or department of medical technology. The College currently has agreements with Rockingham Memorial Hospital and Augusta Medical Center.

**Medicine**

Completion of a curriculum containing a major in biology or psychology is recommended. Because admission to medical school is highly competitive, the student is advised to plan an appropriate curriculum with Dr. Robyn Puffenbarger, the pre-medical advisor.

In the fall of 2003, the Biology Department curriculum was subdivided into tracks to focus student interest: general; molecular/medical/allied health; and environmental/ecology.

**Ministry or Religious Education**

Completion of a curriculum leading to the Bachelor’s Degree, provided a suitable major or majors have been selected, qualifies a student adequately for admission to a theological seminary or for teaching religious education.

**Social Work**

A four-year program with a concentration in sociology leading to the Bachelor’s Degree is recommended for those who wish to enter social work following graduation from college as well as for those who wish to pursue a graduate program in preparation for social work. The Sociology Department offers a minor in social work that is usually coupled with a major in either sociology or psychology.

**Teaching**

The College offers four-year curricula leading to the Bachelor’s Degree and a State-Approved Program of teacher education at the pre K-6 and 6-12 levels as well as special education. A student completing this program may be certified to teach in more than 20 states. Interested students should consult with the Chair of the Education Department.

**Veterinary Science**

A dual degree program is offered in cooperation with the Virginia-Maryland Regional College of Veterinary Medicine at Virginia Tech. A student who completes 91 credit hours and the general education requirements at Bridgewater College may seek admission to this college at Virginia Tech. The student should take the pre-medical curriculum offered at Bridgewater along with appropriate electives. Those interested in this program should consult with the Vice President and Dean for Academic Affairs and the Chair of the Biology Department.
Although there is variation by departments, freshmen courses are generally numbered 100-199; sophomore courses 200-299; and junior and senior courses 300-500. Course numbers and descriptions listed herein apply to the 2008-2009 academic year.

Within each course title is a department abbreviation and course number followed by a number and one or more letters. The number designates the number of credits granted for the course, and the letters indicate when the course is offered: F stands for Fall Semester, I for January Interterm and S for Spring Semester. The College reserves the right to alter the schedule of courses as circumstances dictate.

Except for Internships, Independent Studies, Research, Honors Projects, Interdisciplinary Studies and foundational General Education courses, the courses of instruction are organized by departments. Opportunities for qualified students to engage in Internships, Independent Studies, Research, and Honors Projects are available in each department.
Interdisciplinary and Independent Studies

PDP 150  Personal Development and the Liberal Arts  
3 Credits  F

An introduction to the academic community of Bridgewater College, to the liberal arts, and to the skills of critical thinking and reflective writing. Students begin their personal development portfolios which document the processes of intellectual discovery, wellness, ethical and spiritual growth and citizenship.

PDP 350  Integrating the Liberal Arts  
3 Credits  F

An introduction to the academic community of Bridgewater College, to the liberal arts, and to the skills of critical thinking and reflective writing specifically designed for transfer students. Transfer students will explore the unique challenges of integrating into a liberal arts educational environment and begin their personal development portfolios which document the processes of intellectual discovery, wellness, ethical and spiritual growth and citizenship.

GENERAL EDUCATION: CORE SKILLS

PDP 200  Sophomore Portfolio  
No Credit  F

PDP 300  Junior Portfolio  
No Credit  F

PDP 400  Senior Portfolio  
1 Credit  F, S

Sophomore and junior portfolios are submitted to and evaluated by the student’s advisor. The advisor assigns a grade of satisfactory or unsatisfactory in PDP 200 and PDP 300. A passing grade in PDP 400, as determined by two evaluators from outside the student’s major department, is a requirement for graduation. See page 20-21 for portfolio contents.

IDS 100, 200, 300, 400  Course Linkage  
1 Credit  F

An examination of the relationships and connections between two courses in different disciplines. Students complete a major paper or project that integrates concepts and themes of the two courses. One desiring to pursue a course linkage must submit a completed application at the time of registration.

Prerequisites: Membership in Flory Fellowship of Scholars and approval of instructors of both courses

IDS 201  Foundation of Leadership  
3 Credits  I

Intended to be a foundation for further development of the students’ knowledge and skills in leadership. It introduces the student to the skills necessary for practicing competent, ethical leadership, provides a background in the literature and, through assigned class work, offers opportunities for the practice of leadership skills.

IDS 311, 312  Leadership Skills I, II  
1 Credit Each  F, S

This course is designed to provide the students with background information and practice opportunities for skills of leadership such as team building, goal setting, interpersonal communication, decision making, conflict resolution, and the like. Different sets of skills will be developed in Leadership Skills I and Leadership Skills II.

Prerequisite: Sophomore standing

IDS 470  Honors Capstone Seminar  
3 Credits

The senior capstone experience for students in the Flory Fellowship of Scholars, emphasizing the
nature of scholarly inquiry and the interdisciplinary, liberal arts experience.

Prerequisite: Membership in Flory Fellowship of Scholars

480 Internship
3 Credits F, I, S

The internship program provides an opportunity for a student to gain field experience in an area related to the student’s concentration or career goals. Supervision of an intern is provided by an appropriate faculty member and by a staff member of the agency or business in which the student is an intern. A student who wishes to engage in an internship must consult with the appropriate faculty member at least eight weeks in advance of the start of the term in which the internship is to be done. A description of the internship, signed by the student and the faculty sponsor, must be filed with the Director of Internships at least 20 days prior to the start of the internship. Approval of each application for an internship is made by the Director of Internships based upon policies and guidelines as approved by the Council on Education and the faculty. To be considered for an internship, a student must have junior or senior status and at least a 2.00 grade point average. Internships are graded on an S or U basis. A student may enroll in an internship program for three credits per semester, and internship credit may be earned in subsequent semesters subject to the limitations that no more than two internships may be pursued in any one agency or business and a maximum of nine credits in internships may be applied toward graduation.

490,491 Independent Study/Research
3 Credits F, I, S

Upon approval of the Department and the Vice President and Dean for Academic Affairs, a student with a cumulative grade point average of 2.20 or better may engage in an independent study or research project. One desiring to pursue independent study or research must submit a written description of his or her proposed work to the chair of the appropriate department and to the Vice President and Dean for Academic Affairs at least 20 days prior to the beginning of the semester in which the study is to be conducted. All independent studies and research projects must be approved by the Council on Education prior to the beginning of the semester. Approval of each application for independent study or research is made by the Director of Internships and the appropriate faculty member based upon policies and guidelines as approved by the Council on Education and the faculty. To be considered for an independent study or research, a student must have junior or senior status and at least a 2.00 grade point average. Independent studies and research projects are not to exceed three credits per semester, and a maximum of nine credits in independent studies or research may be applied toward graduation.

500 Honors Project
3 Credits F, I, S

An Honors Project is one in which a student researches a subject, by examination of relevant literature or by experimentation or both; the student reports the results in an accurately documented and well-written paper or appropriate representation of the work. Whenever the study deals with the subject of an established course, the student is expected to go well beyond the usual work of the course in research and in assimilation of the results as revealed in the report. Juniors and seniors with a cumulative grade point average of 3.40 or above may register for an Honors Project. One desiring to pursue an Honors Project must submit a written description of his or her proposed work to the chair of the appropriate department and to the Vice President and Dean for Academic Affairs at least 20 days prior to the beginning of the semester in which the study is to be conducted. All Honors Projects must be approved by the Council on Education prior to the beginning of the semester. At the conclusion of the Honors Project, the supervising professor files with the Registrar a grade for the student and a description of the work accomplished, and with the Library Director a copy of the written paper or appropriate representation of the work. It is the student’s responsibility to provide the materials for the library in compliance with specifications approved by the Council on Education. The Library Director arranges for binding and storage.

Dr. John S. Flory Fellowship of Scholars – please see page 30.
The fundamental subject of all art courses is visual literacy – a heightened sense of what we see, how we see, and how we use all this visual information. Vision is an infinitely rich source of information, pleasure, and inspiration and a powerful channel of expression. Work in the visual arts is both creative and critical – about seeing, thinking, feeling, and doing and about knowing, understanding, and communicating.

The Department of Art offers introductory and advanced courses in the theory and practice of the visual arts offering studio courses in drawing, visual design, painting, sculpture, ceramics, photography, and digital media as well as classroom based courses dealing with the history and theory of art. All students, regardless of their major, are welcome in these courses, as visual art is for and about everyone.

Studio courses provide hands-on experience. Concepts and skills are understood and mastered by putting them into practice. Emphasizing critical as well as manual skills studio courses teach students how to move from one medium, skill, idea, or point of view to new ones. Students work in a number of different media acquiring a high level of competency from which they can experiment discovering their particular interests and points of view. Written assignments and research supporting the practical work in the studio are integral elements in all art courses. Field trips, visiting artists, and demonstrations are incorporated into classes whenever possible to support effective and in-depth learning.

Art history courses trace and analyze the record of the visual arts from prehistory to the present. The study of art history combines the critical methodologies history with the physical and aesthetic qualities of painting, sculpture, and architecture. The study of art history provides images and ideas through which all visual information can be understood. For all students art history is an excellent means of considering history and society from a visual and cultural perspective.
ART MAJOR REQUIREMENTS
A major in Art requires the Bachelor of Arts degree. Total 48 credit hours

Core Required Courses – 30 credit hours

Studio Core: (9 credits)
ART 120 Introduction to Visual Design
ART 130 Introduction to Drawing and Composition
ART 330 Advanced Studio

Art History and Criticism Requirements: (12 credits)
ART 200 Survey of Art History (Prehistory to 1400)
ART 201 Survey of Art History (1400 to present)
ART 301 Modern Art (1840 to 1940)
ART 302 Modern and Postmodern Art (1940 to Present)

Capstone Requirements: (9 credits)
ART 450 Three-Dimensional Concentration Studio
OR
ART 455 Two-Dimensional Concentration Studio
ART 460 Senior Seminar
ART 461 Senior Thesis Exhibition

Choose one of the following tracks – 18 credit hours

TRACK 1 – Traditional Studio Media
18 credit hours

Traditional Studio Requirements: (9 credits)
ART 115 Introduction to Sculpture
ART 135 Introduction to Painting and Color Composition
ART 451 Three-Dimensional Concentration Studio
OR
ART 456 Two-Dimensional Concentration Studio

TRACK 2 – Digital Media/Photography
18 credit hours

ART 220 Introduction to Digital Media
ART 320 Typographic Design
ART 344 Photography – Digital Capture/Digital Darkroom
ART 345 Photography – Chemical Darkroom
ART 444 Advanced Photography – Digital Darkroom
ART 451 Three-Dimensional Concentration Studio
OR
ART 456 Two-Dimensional Concentration Studio

TRACK 3 – Digital Media/Graphic Design
18 credit hours

ART 220 Introduction to Digital Media
ART 320 Typographic Design
ART 321 Image and Text
ART 322 Web Theory and Design
ART 344 Photography Digital Capture/Digital Darkroom
OR

Studio Electives: (9 credits)
Select any three additional studio courses, including photo, or digital courses OR substitute additional art history courses for one or more of these studio courses.
ART MINOR REQUIREMENTS

A minor in art consists of completing the requirements for one of the following tracks:

**TRACK 1 – Traditional Media**
24 credit hours

- ART 120  Introduction to Visual Design
  OR
- ART 130  Introduction to Drawing and Composition
- ART 115  Introduction to Sculpture
  OR
- ART 210  Hand Built Ceramics
- ART 135  Introduction to Painting and Color
  OR
- ART 330  Advanced Studio
- ART 450  Three-Dimensional Concentration Studio
  OR
- ART 455  Two-Dimensional Concentration Studio

One studio elective which may include photography or digital media: (3 credits)

- ART 200  Survey of Art History (Prehistory to 1400)
- ART 201  Survey of Art History (1400 to present)
- ART 460  Senior Seminar
  OR
- ART 461  Senior Thesis Exhibition

**TRACK 2 – Digital Media**
27 credit hours

- ART 120  Introduction to Visual Design
- ART 130  Introduction to Drawing and Composition
- ART 200  Survey of Art History (Prehistory to 1400)
  OR
- ART 201  Survey of Art History (1400 to present)
  OR
- ART 330  Advanced Studio
- ART 450  Three-Dimensional Concentration Studio
  OR
- ART 455  Two-Dimensional Concentration Studio

One studio elective which may include photography or digital media: (3 credits)

- ART 200  Survey of Art History (Prehistory to 1400)
- ART 201  Survey of Art History (1400 to present)
- ART 301  Modern Art (1840 to 1940)
- ART 302  Modern and Post Modern Art (1940-Present)
- ART 220  Introduction to Digital Media
- ART 320  Typographic Design
- ART 344  Photography – Digital Capture/Digital Darkroom

**SELECT 2 COURSES:**

- ART 444  Advanced Photography – Digital Darkroom
- ART 321  Image and Text
- ART 322  Web Theory and Design
- ART 345  Photography – Chemical Darkroom

ART elective in digital media (any additional course numbered in the 20s or 40s)

**SELECT 1 OF THE FOLLOWING 400 LEVEL COURSES: (3 CREDITS)**

- ART 455  Two-Dimensional Concentration Studio
- ART 460  Senior Seminar
- ART 461  Senior Thesis Exhibition

**TRACK 3 – Art History and Criticism**
24 credits

- ART 120  Introduction to Visual Design
  OR
- ART 130  Introduction to Drawing and Composition
  OR
- ART 115  Introduction to Sculpture
  OR
- ART 210  Hand Built Ceramics I
- ART 200  Survey of Art History (Prehistory to 1400)
- ART 201  Survey of Art History (1400 to present)
- ART 301  Modern Art (1840 to 1940)
- ART 302  Modern and Post Modern Art;

One art history or criticism elective: (3 credits)

- ART 460  Senior Seminar
COURSES

ART 115   Introduction to Sculpture
3 Credits   S
A basic course exploring the processes of making 3-D forms, exploring the qualities of various materials including wood, clay, plaster, and metals and the development of visual ideas in 3-D. This course is required for majors and minors. It is also an excellent choice for students who enjoy hands-on work with tools and materials, as it makes connections between this kind of manual work and critical thinking and visual communication skills.

ART 120   Introduction to Visual Design
3 Credits   F,S
A project-oriented course that explores the principles and elements of 2-D and 3-D design as they are used in both fine and applied art fields. Emphasis is on visual problem solving and making connections between aesthetic principles and practical applications in everyday life. This course is a foundation requirement for all majors and minors and is strongly recommended for all students interested in the visual arts or in other fields that rely upon visual communication, such as domestic and industrial design, advertising, publishing, television production, and computer graphics.

ART 130   Introduction to Drawing and Composition
3 Credits   F
An exploration of the skills and concepts of representational drawing and of the use of these elements in effective and expressive compositions. This is a course required for art majors and minors and is highly recommended for all students with interests in the visual arts or in the enhancement of visual awareness, particularly for those studying fields such as biology and archaeology which utilize drawings as documentation and architecture, graphic design, and film production which rely on drawing to generate visual ideas.

ART 135   Introduction to Painting and Color Composition
3 Credits   S
An introduction to the materials and techniques of painting and the concepts of color theory. This course is a requirement for art majors and is highly recommended for all other students with an interest in the visual arts. For students who are not art majors some experience in drawing, painting, or photography is recommended but not required.

ART 200   Survey of Art History (Prehistory to 1400)
3 Credits   F
An overview of the history of art from the mysterious cave paintings and carvings of the Paleolithic to the towering structures of Gothic cathedrals. This course is a requirement for art majors and minors and is very highly recommended to other students as a visual approach to the study of history and society.
General Education: Fine Arts.

ART 201   Survey of Art History (1400 to the present)
3 Credits   S
An overview of the history of art from the Renaissance to the present. This course is a requirement for art majors and minors and is very highly recommended for other students as a visual approach to the study of history and society.
General Education: Fine Arts

ART 210   Hand Built Ceramics I
3 Credits   S
An introduction to clay as a creative material for making both functional and sculptural 3-D forms using various techniques including coils, slabs, and press molds. Emphasis will be placed on surface exploration, firing techniques, and on evaluating the aesthetic qualities of hand built forms. This course is an elective for art majors and is highly recommended for all other students as an excellent introduction to studio work.
ART 211  Wheel Thrown Ceramics I
3 Credits  S
An introduction to the potter’s wheel as a tool in the production of both functional and sculptural clay forms. In addition to turning forms on the wheel, students will learn glazing and firing techniques. This course is an elective for art majors. It is highly recommended for other students as an excellent introduction to studio work.
Prerequisite for ART majors: ART 120

ART 220  Introduction to Digital Media
3 Credits  F, S
Foundation course in digital media. Imaging strategies, creative process, problem solving, and technical skill-building related to digital media. Basic image generation, adjustment, and manipulation; typographic design; and color theory. Software includes Photoshop, Illustrator, and PageMaker.
Prerequisite: ART 120

ART 301  Modern Art (1840-1940)
3 Credits  F
An examination of the art of the second half of the 19th century and the first half of the 20th century with emphasis on the development of the new and innovative styles labeled modern and the theories of art called modernism. Recommended for juniors and seniors who have successfully completed upper level literature, history, political science, or philosophy courses.
General Education: Fine Arts

ART 302  Modern and Postmodern Art (1940-Present)
3 Credits  S
An examination of the visual arts in the late 20th and early 21st centuries with emphasis on the transition from high Greenbergian modernism to a new sensibility in art and culture labeled postmodernism. Recommended for juniors and seniors who have successfully completed upper level literature, history, political science or philosophy courses.
General Education: Fine Arts

ART 304  Art and Culture of the Italian Renaissance
3 Credits  F
A study of painting, sculpture, and architecture in Italy from 1300 to 1600. Tracing the development of Renaissance styles and sensibilities from late Gothic to Mannerism, the course considers Renaissance art in contexts of studio practice, place, purpose, and societal conventions – who made it, how it was made, where it was made, for whom it was made, how it was used, and how it was understood.
Prerequisite: ART 120

ART 305  Museums and Galleries
3 Credits  I
A critical consideration of how the fine arts are supported and presented in museum and gallery settings. The history of the modern museum and gallery system will be explored. Students will be challenged to develop strategies for using these modern institutions for enlightenment and pleasure. Trips to museums and galleries are included.
General Education: Fine Arts

ART 306  Visual Arts of Spain
3 Credits  I
An introduction to the visual arts of Spain. Emphasis is on both historical and contemporary works of art and architecture, taking into consideration who and what influenced them. Students will also have a firsthand experience of the Spanish lifestyle through its food, music, market, historical landmarks, and varied landscapes. Visits will be to museums, artist’s homes, castles and cathedrals.
General Education: Europe

ART 309  The Artist’s Studio and Society
3 Credits  I
A critical examination of where, why, and how artists work and of the relationships between artists and the larger communities in which they live. The course will include visits to the studios of artists working in a variety of media and styles.
Additional perspectives will be introduced using writings by artists and films and videos which depict artists at work in their studios. Questions the course addresses include practical issues like: What are artists’ work spaces like? How do artists work? What tools and materials do they use? More critical questions to be considered are queries like: Who qualifies to be called an artist? Is being an artist a profession, a lifestyle, a hobby, or is there some other way of describing who these people are and what they do? How does anyone become an artist and why? Finally, the course also considers underlying philosophical questions: What is the artist’s responsibility to the public? Should art be political? Is art a valuable part of our culture?

*General Education: Fine Arts*

**ART 310**  Hand Built Ceramics II  
3 Credits  S

A continuation of ART 210, investigating traditional uses of hand building techniques, as well as exploring personal experimentation and expression. Emphasis is on the production of a series of forms which are variations on a central theme, along with instruction in advanced materials and firing techniques. 
*Prerequisite: ART 210 or permission of the department*

**ART 311**  Wheel Thrown Ceramics II  
3 Credits  S

A continuation of ART 211, building more advanced forms including multiples, large-scale pieces, and sculptural forms. Emphasis is on personal experimentation and expression through aesthetic forms and advanced instruction in materials and surface techniques. 
*Prerequisite: ART 211 or permission of the department*

**ART 315**  Kinetic Sculpture  
3 Credits  I

An introductory hands-on course in making works of art that move. Projects include flip books, mobiles, and sculpture propelled by motors, wind, and water. An elective for art majors, this course is a wonderful introduction to the skills, concepts, and imaginative aspects of making visual art.  
*Prerequisite for majors: ART 120 or permission of the department*

**ART 316**  Metal Sculpture (Replaces ART 216)  
3 Credits  I

An intermediate level sculpture course utilizing a variety of metals in both traditional and contemporary fabrication methods to produce sculpture. Emphasis is on problem solving, design elements, and personal expression. 
*Prerequisite: ART 115 or permission of the department*

**ART 317**  Wood Sculpture (Replaces ART 217)  
3 Credits  F

An intermediate course utilizing both contemporary and traditional fabrication methods in various woods to produce sculptural forms. Emphasis on problem solving, design elements, and personal expression. 
*Prerequisite: ART 115 or permission of the department*

**ART 320**  Typographic Design  
3 Credits  F

An introduction to graphic design with emphasis on skills and concepts related to typography and page layout. Topics include typographic anatomy, classification and legibility, page design, typographic expression and communication, and technical and production skills. The course is geared toward print graphic design while providing conceptual and visual preparation for Web design and image/text-based artwork. Brainstorming and creative process are emphasized. 
*Prerequisites: ART 120 and ART 220. Alternate years. Offered 2007-2008*

**ART 321**  Image and Text  
3 Credits  F

An investigation of design process, problem solving and production related to image/text relationships in graphic design. Topics include understanding images and signs, image transformation, image/word interactions and rhetorical strategies in visual communication. Technical
and production skills are emphasized as well as application of concepts and skills to the creation of design products.

Prerequisites: ART 320; ART 344 is strongly recommended.
Alternate years. Offered 2008-2009

ART 322 Web Theory and Design 3 Credits F

How Web sites are designed and constructed. Basic theory related to Web design and usage by audiences. Students will construct a basic Web site emphasizing visual/textural, structural, and technical concerns related to public communication.

Prerequisites: ART 320

ART 328 Exploring the Book Arts 3 Credits S

An artist’s book is a work of art that is conceived and produced in book form. This course is an interdisciplinary hands-on workshop in which the student will create and bind visual/verbal artist’s books. Experimental approaches to narrative, material and form will be emphasized. The course is designed primarily for non-art specialists and students from diverse disciplines. Art majors are also encouraged to participate.

ART 330 Advanced Studio 3 Credits F, S

A continuation of ART 130 with emphasis on understanding the creative process and on developing expressive and stylistic points of view.

Prerequisite: ART 130

ART 331 Collage and Assemblage 3 Credits F

This studio course in which two-dimensional and three-dimensional works of art are created using a combination of found, appropriated and generated materials. Emphasis will be placed on developing technical skill in the use of tools and materials, clarity and expression of individual ideas, and the historical context in which collage and assemblage has played an integral role throughout the past 100 years of modern and postmodern art.

ART 344 Photography – Digital Capture/Digital Darkroom 3 Credits F, S

Image capture using digital cameras. Digital capture allows rapid and extensive image iteration, making it uniquely suited to emphasize student mastery of aesthetic and critical concepts like point of view framing and lighting and exploration of photo history/photo genre. Introduction to basic digital printing processes.

Prerequisites: ART 120 and ART 220

ART 345 Photography – Chemical Darkroom 3 Credits S

An introduction to black and white photography in the chemical darkroom. Participants will photograph in the field while learning to control and manipulate a camera, process film, and produce prints. Image generating ideas, visual strategies, and conceptual approaches are explored. Introduction to archival and advanced printing processes.

Prerequisite: ART 120

ART 444 Advanced Photography – Digital Darkroom 3 Credits F

An advanced-level photography course using Photoshop as a digital darkroom for “straight” photography or as a tool for photographic manipulation and transformation. Emphasis on developing advanced visual and technical skills and conceptual photographing. Advanced digital capture and film scanning techniques. The course culminates in a photographic portfolio representing individual directions.

Prerequisite: ART 344

ART 450, 451 Three-Dimensional Concentration 3 Credits each F, S

Advanced independent studio work under the direction of a specific faculty member with weekly
group critiques and instruction as necessary.  
Prerequisite: Senior art majors or minors or permission of the department

**ART 455, 456 Two-Dimensional Concentration**  
3 Credits each  F,S

Advanced independent studio work under the direction of a specific faculty member with weekly group critiques and instruction as necessary.  
Prerequisite: Senior art majors or minors or permission of the department

**ART 460 Senior Seminar**  
3 Credits  F

A reading, looking, thinking, writing, and discussion course dealing with the core concepts and themes of the practice and study of the visual arts. This is a capstone course for study in the Art Department, pulling together topics from studio and art history courses and applying these ideas and practical skills to the work senior level students are producing or planning. This course along with ART 461 is the capstone learning experience for art majors.  
Prerequisite: Senior art majors or minors or permission of the professor

**ART 461 Senior Thesis Exhibition**  
3 Credits  S

A senior level course in which students produce, mount, document, and evaluate their Senior Thesis Exhibitions, which will be comprised of work made specifically for this individually designed show. At the end of the semester of work each student will assess their accomplishments in a formal critique at which each must defend his/her work and Senior Thesis Statement before a panel of faculty and students. The course will also deal with important topics relating to the business and common sense practice of how to continue making art after college. This course along with ART 460 is the capstone learning experience for art majors.

**ART 470 Special Topics**  
3 Credits  F,S

Independent studio work as defined in a formal contract between the student and an art faculty member. The contract will set specific goals and parameters including the amount and kind of production required and dates for work sessions and critiques. Semester grades will be determined by a final critique with the entire department faculty. Permission of the department and a contract satisfactory to both the student and the supervising faculty member are required.  
Prerequisite: Permission of the department chair

**ART 480 Internship**  
3 Credits  F, I, S

**ART 490 Independent Study**  
3 Credits  F, I, S

**ART 491 Research**  
3 Credits  F, I, S

**ART 500 Honors Project**  
3 Credits  F, I, S
The Biology Department is one of Bridgewater’s largest, with six full-time faculty and approximately 200 majors. The department, which occupies all of the first floor of the McKinney Center for Science and Mathematics, contains six major teaching laboratories, six mini-labs for faculty and student research, along with offices and classrooms. The Biology Department offers introductory and advanced courses that prepare majors either for immediate employment or post-baccalaureate studies at graduate or professional schools. The department also provides a service function in that all Bridgewater students must take at least one biology course; many take two or three.

The Biology Department offers pre-professional programs in the areas of medicine, dentistry, physical therapy, and veterinary science. These programs prepare interested students for graduate and professional work in selected areas.

For more information on pre-professional programs visit www.bridgewater.edu

Rapidly expanding knowledge in cell biology, molecular genetics, and ecology assures bright futures for well-prepared biologists. With a baccalaureate degree, recent graduates have gained employment as life science teachers, laboratory technicians in industry, allied health, and government, environmental and conservation professionals, health officers, caseworkers, naturalists, and pharmaceutical salespersons. With graduate or professional degrees, Bridgewater alumni have become successful physicians, research scientists, veterinarians, medical technologists, environmental lawyers, dentists, physical therapists, genetic counselors, and forestry and wildlife specialists.
BIOLOGY MAJOR REQUIREMENTS

A major in Biology consists of a minimum of 32 credit hours of course work within the department. The following courses are required:

- BIOL 207 Organisms I
- BIOL 208 Organisms II
- BIOL 309 Genetics
- BIOL 311 General Physiology
  OR
- BIOL 314 Human Physiology
- BIOL 325 Molecular Biology of the Cell
- BIOL 350 Ecology
- BIOL 430 Evolution

Supporting courses for the major are:

- CHEM 161 General Chemistry
- CHEM 162 General Chemistry
- MATH 120 Precalculus Mathematics
- MATH 130 Survey of Calculus

Majors preparing for graduate study, professional programs, or teaching will require additional coursework in organic chemistry, biochemistry, and/or physics in order to qualify for entry.

BIOLOGY MINOR REQUIREMENTS

The following courses are required for a minor in Biology:

- BIOL 207 Organisms I
- BIOL 208 Organisms II
- BIOL 309 Genetics
- BIOL 325 Molecular Biology of the Cell
- BIOL 350 Ecology

SUPPORTING COURSES FOR THE MINOR ARE:

- CHEM 161 General Chemistry
- CHEM 162 General Chemistry
- MATH 120 Precalculus Mathematics
- MATH 130 Survey of Calculus

MEDICAL TECHNOLOGY MAJOR REQUIREMENTS

A major in Medical Technology requires a student to complete three years of study at Bridgewater College followed by a 12-month program at a school or department of medical technology that has signed an articulation agreement with Bridgewater College. In the three-year curriculum at Bridgewater College, the student must earn a minimum of 91 credits with a minimum cumulative grade point average of 2.0.

The following courses are required in the three-year curriculum at Bridgewater College:

- BIOL 207 Organisms I
- BIOL 208 Organisms II
- BIOL 314 Human Physiology
- BIOL 325 Molecular Biology of the Cell
- BIOL 400 Microbiology
- BIOL 410 Immunology
- CHEM 161 General Chemistry
- CHEM 162 General Chemistry
- CHEM 305 Organic Chemistry I
- CHEM 306 Organic Chemistry II
- MATH 120 Precalculus Mathematics
- MATH 130 Survey of Calculus

In the fourth year of the program, the student must complete the equivalent of 32 credit hours with a 2.00 grade point average. Currently Bridgewater College has articulation agreements with two schools, each accredited with the National Accrediting Agency for Clinical Sciences. The programs are:

Rockingham Memorial Hospital
  William Bannister, M.D., medical advisor
  Sue W. Lawton, MT (ASCP), M.A., M.S., program director

Augusta Medical Center
  July Plumbley, MD., medical director
  Bernadette Bekken, CLS (NCA), MT (ASCP)BB, program director
Teacher Certification

Teacher certification for Biology consists of completing the major requirements for Biology and at least one semester of organic chemistry, chosen from the following:

CHEM 250  Fundamental Organic Chemistry
OR
CHEM 305  Organic Chemistry I

Refer to the Education Department listings for additional certification requirements.

Articulation Programs

The department has pursued articulation programs with other institutions in other fields as well. These include Veterinary Medicine with Virginia Tech, Physical Therapy with Shenandoah University, and Forestry with Duke University. The department also articulates mentored internships with numerous local and regional governmental agencies, clinics, industries, and research labs. Recently, biology majors have interned with the Virginia Commission of Game and Inland Fisheries, the Wildlife Center of Virginia, the Virginia Department of Environmental Quality, West Virginia State University research labs, local hospitals, industries, and veterinary clinics.

COURSES

BIOL 100  The Nature of the Biological World
4 Credits  F, S

A survey of the discipline of biology designed for the non-major. Content varies with the expertise of the instructor, but all sections focus on the relevance/importance of biology in everyday life. Laboratory focuses on understanding science as a process and includes an independent research project with oral presentation. Three lectures and one lab per week.

General Education: Natural Science

BIOL 205  The Biology of Horses
3 Credits  I

An introduction to morphology, physiology, genetics, and reproductive biology, using the horse as the object of study. Elements of applied animal behavior, breed variations, nutrition, disease pathology, and livestock management will be illustrated during the field trips, which will include visits to the Maryland-Virginia Regional College of Veterinary Medicine, the Virginia Equine Research Center, the Eastern Regional Veterinary Pathology Laboratory, and selected horse breeding farms in central and western Virginia.

BIOL 207  Organisms I
4 Credits  F, S

A survey of the biodiversity of the Monera, Fungi and Plant Kingdoms, as well as an introduction to cellular biology: structure, function, chemistry, DNA, genetics and metabolism. Three lectures and one laboratory per week.

General Education: Natural Science

BIOL 208  Organisms II
4 Credits  F, S

A survey of the biodiversity of the Protist and Animal Kingdoms, as well as an introduction to ecology and evolution. Three lectures and one laboratory per week.

General Education: Natural Science

Note: Either BIOL 207 or 208 may be taken first in the sequence

BIOL 210  Hijacking Genes
3 Credits  I

An exploration of promises, applications, and expectations of modern molecular biology, including movement of genes among species, DNA in criminology, and advances that might make us free of disease and hunger.

Prerequisites: BIOL 100, 207 or 208, or permission of instructor
BIOL 216  Human Genetics  3 Credits  I
Application of genetics to the human population including familial genetics, cytogenetics, population genetics, medical genetics, genetic counseling, and pedigree analysis.
Prerequisite: BIOL 100

BIOL 217  Introduction to Forestry and Wildlife Management  3 Credits  I
Principles and practices involved in managing timberlands and wildlife populations. Site visits help provide an orientation to conservation careers.
Prerequisite: BIOL 100 or permission of the instructor

BIOL 220  Wildlife of Virginia  3 Credits  I
Biology, systematics, and natural history of wildlife species native to the Central Appalachians. Emphasis on birds and mammals having historical, economic, aesthetic, and/or recreational value.
Prerequisite: BIOL 100 or permission of the instructor

BIOL 230  Environmental Science: Sustaining the Earth  3 Credits  I
Basic concepts of environmental science including human impact on the natural world and potential solutions to the major environmental challenges facing individuals and societies.
Prerequisite: High school or college chemistry or permission of instructor

BIOL 235  Bioethics  3 Credits  I
(Cross-listed as PHIL 235)
This course will confront a number of modern scientific and ethical problems including abortion, genetic testing, genetically modified plants and animals, stem cells, gene therapy, research on humans, and physician-assisted suicide. Biology and biotechnology often confound our notions of right and wrong, and just what is ethical behavior. The course is taught together by a team of instructors from Biology and Philosophy.
Prerequisites: ENG 101; REL 220
Alternate years – offered 2008-2009
General Education: A course in Religion or Philosophy

BIOL 300  Microtechnique  3 Credits  I
Procedures for the preparation of plant and animal tissues for study and research. Topics include blood smears, chromosome squash preparations, thin sectioning and histological staining techniques. Two weeks are reserved for formal laboratory exercises and one week for independent projects.
Prerequisite: BIOL 100 or CHEM 125, or CHEM 161 or permission of the instructor
Alternate years

BIOL 301  Principles of Environmental Science  4 Credits  F
(Cross-listed as ENVR 301)
An exploration of basic biological, chemical, geological, and physical processes at work on the earth, its lifeforms, and its natural resources. The extent of human impact and the need for global awareness will be emphasized, along with the need for application of rapidly expanding knowledge and technology toward solution of environmental problems. Three lectures and one lab per week.
Prerequisite: BIOL 207-208 or CHEM 161-162 or permission of instructor

BIOL 302  Socioecology in Zambia  3 Credits  I
(Cross-listed as SOC 302)
This course will explore the rich ecological diversity of the Luangwa Valley of eastern Zambia and its interplay with the lives of the indigenous Kunda and Bisa peoples who have historically lived there. The course will examine the issues, problems and perceived benefits involved in reconciling wildlife conservation, ecotourism and other sources of social change with the well-be-
ing of the indigenous peoples living around the Southern Luangwa National Park. The class will visit this park, host to an extraordinary diversity of African wildlife including such species as elephants, wildebeest, buffalo, hippos, impala, guinea fowls, leopards and lions. 

*General Education: Global Diversity*

**BIOL 305 Introduction to Human Anatomy**

3 Credits  
F

Introduction to the structure and function of the human body, examining the skeletal, muscular, circulatory, nervous, digestive and urogenital systems. Lecture focuses on topics of physiology/function, histology, and their relation to anatomical structure, while the lab focuses on descriptive anatomy. Two lectures and one laboratory per week.

*Prerequisite: Sophomore standing and BIOL 207 or 208, or permission of the instructor*

**BIOL 306 Human Reproduction and Development**

3 Credits  
S

Biology of reproduction in the human including aspects of anatomy, physiology, endocrinology, and behavior as they relate to puberty, sexuality, fertilization, embryonic and fetal development, and parturition. The side issues of birth control, sexually transmitted disease, abortion, and menopause will be examined as social and biological issues. (Credit may not be received for both BIOL 306 and PSY 390.)

*Prerequisite: BIOL 100*

**BIOL 307 Cytogenetic Microtechnique**

3 Credits  
I

Biology of chromosomes and chromosomal structure, including lab-based study of chromosomes at the level of light microscopy. Lab emphasis will be on “squash” techniques, employing standard stains and pre-treatments to maximize visibility and ease of study.

*Prerequisite: Permission of the instructor*

**BIOL 309 Genetics**

4 Credits  
F

A balanced approach (classical and molecular) to the study of all aspects of heredity. Three lectures and one laboratory per week.

*Prerequisite: BIOL 207, 208, and CHEM 162*

**BIOL 310 Histology**

3 Credits  
I

A systematic treatment of the microscopic structure of tissues and organs surveying the major organ systems of the body with a focus on cellular anatomy and physiology.

*Prerequisite: BIOL 208; BIOL 305 is recommended*

**BIOL 311 General Physiology**

3 Credits  
F

An introduction to the basic physical and chemical functions necessary for animal life. Topics covered include basic physiological functions (membrane physiology, action potential generation/propagation, muscle contraction) and complex physiological activities (osmoregulation and water balance, thermoregulation, metabolism, neurophysiology, neural and endocrine control of organ systems and behavior) in both invertebrate and vertebrate animals. Three lectures per week.

*(Credit may not be received for both BIOL 311 and 314.)*

*Prerequisite: BIOL 207 and 208*

**BIOL 312 Forest and Wildlife Resource Management**

(Cross-listed as ENVR 312)  
4 Credits  
S

Ecology and management of forest lands and their animal populations, including principles and policy in support of diverse goals such as preservation of wilderness, management for harvest, parks and recreation, and habitat recovery. Effects of geology, soils, water, and climate on habitat quality and management implications. Three lectures and one lab per week.

*Prerequisites: BIOL 100, 207, 208, or BIOL/ENVR 301 (Credit may not be received for both BIOL 217 and 312.)*
BIOL 314  Human Physiology  
4 Credits  S
Introduction to the physiology of the human body including the physiology of enzymes and membranes, tissue physiology (nervous, muscular), and a detailed survey of the physiology of the major organ systems. Three lectures and one laboratory per week. (Credit may not be received for both BIOL 311 and 314).  
Prerequisite: Sophomore standing and BIOL 207 or 208, or permission of the instructor

BIOL 316  Ornithology: The Biology of Birds  
4 Credits  S
Explores the anatomy, physiology, ecology and behaviors that have produced an extraordinary biodiversity of bird species. The major groups of modern birds will be introduced, and their origin and ecology will be examined. Students will learn to recognize local species in the field and examine them in the lab using the ornithology collections. This course is suitable for both biology majors and non-majors.  
Prerequisite: Biology 100 or 208

BIOL 318  Biology of the Insects  
4 Credits  F
Introduction to entomology, emphasizing the biology of insects along with their positive and negative interactions with humans. Field and laboratory studies stress insect systematics, life cycles, natural history, adaptive physiology, and parasitic relationships. Three lectures and one laboratory per week.  
Prerequisite: BIOL 208 or permission of the instructor

BIOL 325  Molecular Biology of the Cell  
4 Credits  S
The molecular basis of cell structure and function. Topics include: the chemistry, architecture, and analysis of macromolecules, overview of thermodynamics and metabolism, enzymology, genetic processes and controls, recombinant DNA technology, and cell signaling mechanisms. Three lectures and one laboratory per week.  
Prerequisite: BIOL 309

BIOL 330  Biostatistics  
3 Credits  I
This course is an introduction to fundamental statistical methods for biology students. Topics include descriptive statistics, experimental design and hypothesis testing. Material will include basic parametric and non-parametric statistical methods preparing students to analyze experiments testing multiple factors and multiple treatment groups. A portion of the course will consist of a laboratory in which students will apply the techniques from lecture. The final project for the class will involve the design of an independent research project in order to practice planning an experiment with statistical methods in mind. Projects will not be carried out during the course, but students will be encouraged to create a project that can be carried out as an independent study or a part of one of their spring courses.  
Prerequisites: BIOL 207 and 208 and MATH 110

BIOL 350  Ecology  
4 Credits  F
An analysis of the distribution and abundance of organisms, population growth and regulation, species interactions, as well as community and ecosystem processes. Three lectures and one laboratory per week.  
Prerequisite: BIOL 207, 208 and MATH 130

BIOL 354  Winter Ecology  
3 Credits  I
This course is a field-based study of what effects winter temperatures have on local flora and fauna and how they cope during these cold months. The potential impact of global warming on these seasonally dependent systems will be addressed. Students will learn how to identify plants in their winter state and make observations of what animals are active.  
Prerequisite: BIOL 207 or 208

F – FALL SEMESTER  I – INTERTERM  S – SPRING SEMESTER  BIOLOGY
This course is an introduction to factors that interact to produce the high biodiversity of ecological communities in the tropics. Topics include an examination of climatic factors and seasonality as well as the biotic processes (including competition, predation and symbiotic interactions) that structure terrestrial and marine ecological communities.

**Prerequisite:** BIOL 100 or 207 or 208 or the permission of the instructor

An introductory survey of microbiology with an emphasis on bacteriology. The lecture component covers the structure, nutrition, metabolism, and genetics of microbes, medical microbiology, diagnostic techniques, microbial ecology, and industrial microbiology. The laboratory component includes microscopy, culture techniques, media, staining, identification of unknown bacteria, and field trips to local industries. Two lectures and two laboratories per week.

**Prerequisite:** BIOL 325 or permission of instructor

An exploration of how microorganisms interact with their environment and the implications of these interactions for humans. Specific topics will include: antibiotic resistance, biodegradation, biodiversity, biofuels, bioremediation, extreme environments, geochemical cycles, methods for sampling, culture, and analysis of environmental microorganisms, microbiology of air, water, and soil, environmental pathogens, and microbiological treatment of sewage and water. Three lectures and one lab per week.

**Prerequisites:** BIOL 325 or ENVR CHEM 320

An exploration of major human pathogens, including viruses, bacteria, fungi, protozoa, and helminths. Topics include host-parasite interactions, host defenses, pathogenic mechanisms, control of microorganisms, diagnosis and identification of infectious agents, antibiotic therapy, disease transmission and epidemiology. Class activities will include discussion of medical case studies, literature analysis, identification of unknowns, and field trips. Three lectures and one laboratory per week.

**Prerequisites:** BIOL 400 or permission of the instructor

An introduction to protein structure, enzymes, and kinetics, along with a survey of the metabolism of carbohydrates, proteins, lipids, and nucleic acids. Three lectures and one lab per week.

**Prerequisites:** BIOL 325 and CHEM 306 or concurrent enrollment in CHEM 306 with permission of the instructor

Development of immune responses through humoral and cell-mediated mechanisms transplantation and tumor immunology, hypersensitivity reactions, autoimmunity, and serology. Three lectures and one laboratory per week.

**Prerequisite:** BIOL 325 or permission of the instructor

Advanced Human Anatomy expands on a number of topics introduced in the Human Anatomy course. Topics include developmental biology, detailed anatomy of the skull, muscle anatomy, angiology, and neurology, biomechanics, the structure of the brachial and lumbosacral plexus, and anatomy and function of the eye and ear.

**Prerequisite:** BIOL 305
BIOL 412  Comparative Vertebrate Anatomy  
4 Credits  S
Comparative study of the major organ systems in vertebrate animals. Lectures examine topics such as the origin and adaptive evolution of vertebrate anatomy and the systematic relationships between vertebrate groups. The lab provides a detailed examination of vertebrate anatomy. Two lectures and two labs per week.
Prerequisite: BIOL 208

BIOL 420  Plant Taxonomy  
4 Credits  S
This course is a broad survey of the diversity and classification of vascular plants. Students will learn to recognize common and important plant families as well as learn to identify local taxa. Traditional and modern methods of taxonomy and systematics will be presented.
Prerequisite: BIOL 207 or 208

BIOL 425  The Summer Flora  
4 Credits  S
A survey of vascular flora of the Shenandoah Valley and the adjoining mountain ranges.
Prerequisite: BIOL 100

BIOL 430  Evolution  
3 Credits  S
An examination of the mechanisms of biological evolution: including mutation, natural selection, genetic drift, nonrandom mating, the genetic structure of species populations, the origin of new species and DNA evidence regarding relationships among species and higher taxa.
Prerequisite: Biology 325 and 350

BIOL 433  Biology and Management of Fishes  
(Cross-listed as ENVR 433)  
4 Credits  F
A survey of diversity of fish (with an emphasis on freshwater fish of North America). Topics will include taxonomy, anatomy, physiology, behavior, and ecology. There will be special emphasis on management of fish populations and diversity in the face of environmental threats including pollution, habitat alteration, overharvest, and invasive species. Lab will include basic ecology and behavior but will focus heavily on common fisheries techniques.
Prerequisite: BIOL/ENVR 301 or BIOL 350 or permission of the instructor

BIOL 435  Freshwater Ecology  
(Cross-listed as ENVR 435)  
4 Credits  S
An introduction to aquatic ecosystems (lakes, ponds, streams and wetlands). Students will learn about the major chemical and physical processes that determine the function of freshwater systems. Students will be introduced to the major groups of aquatic organisms (algae, vascular plants, invertebrates and fish). Includes strong emphasis on the impacts that humans have on freshwater systems. The lab will introduce the basic skills necessary for the study and management of fresh waters.
Prerequisite: BIOL/ENVR 301 or BIOL 350 or permission of the instructor

BIOL 440  Animal Behavior  
4 Credits  S
This course is an introduction to the theoretical framework and the methodology of animal behavior research. Students will examine the causation, development, current function, and evolutionary history of behavior of invertebrates and vertebrates. To this end, the course will integrate concepts and principles from multiple disciplines to understand behaviors such as foraging and predation, mating systems, communication, parental care, social hierarchies, and territoriality. Students will also review the history of the field of animal behavior and the contributions that animal behavior research can make to applied disciplines such as environmental conservation, biomedical research, and human psychology.
Prerequisite: Any one of the following: BIOL 311, BIOL 314, PSY 225, BIOL 350, or permission of the instructor
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Offered</th>
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</thead>
<tbody>
<tr>
<td>BIOL 460</td>
<td>Special Topics</td>
<td>3</td>
<td>F, I, S</td>
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<tr>
<td></td>
<td>Studies from the areas of physiology, genetics, ecology, plant systematics, plant anatomy or plant physiology, and invertebrate zoology or entomology.</td>
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<td>Prerequisite: Permission of the department</td>
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<td>Offered on demand</td>
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<td>BIOL 480</td>
<td>Internship</td>
<td>3</td>
<td>F, I, S</td>
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<tr>
<td>BIOL 490</td>
<td>Independent Study</td>
<td>3</td>
<td>F, I, S</td>
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<tr>
<td>BIOL 491</td>
<td>Research</td>
<td>3</td>
<td>F, I, S</td>
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<tr>
<td>BIOL 500</td>
<td>Honors Project</td>
<td>3</td>
<td>F, I, S</td>
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</tbody>
</table>
Chemistry

The Chemistry Department strives to provide a solid foundation in the basic areas of chemistry (analytical, organic, inorganic, physical, and biochemical) for a student preparing for graduate school, a laboratory career, or a professional school. The program introduces students to each area in both the class and the laboratory. Advanced work also is available. The hub of our department, the junior research techniques lab, is designed to provide a laboratory experience with each professor of the department and to prepare the student for a senior research project.

Pre-Professional Programs

The Chemistry Department offers a pre-professional program in Pharmacy. This program is designed for students who may be interested in attending Pharmacy school after graduation. Interested students should contact the Chemistry Department Chair and visit www.bridgewater.edu

CHEMISTRY MAJOR REQUIREMENTS

The following courses are required for a major in Chemistry:

- CHEM 161 General Chemistry
- CHEM 162 General Chemistry
- CHEM 305 Organic Chemistry I
- CHEM 310 Organic Chemistry and Spectroscopy
- CHEM 341 Physical Chemistry I
- CHEM 342 Physical Chemistry II
- CHEM 351 Chemical Techniques I
- CHEM 352 Chemical Techniques II
- CHEM 440 Advanced Inorganic Chemistry
- CHEM 451 Advanced Chemical Techniques I
- CHEM 452 Advanced Chemical Techniques II

And 3 additional credit hours at the 400 level

Supporting courses for the major are:

- PHYS 221 General Physics I
- PHYS 222 General Physics II
- MATH 131 Calculus I
- MATH 132 Calculus II

Strongly recommended courses are:

- BIOL 207 Organisms I
- BIOL 208 Organisms II

Students wishing to pursue further study in Chemistry are encouraged to take additional courses in Biology, Physics, Mathematics, Computer Science, and Foreign Language (preferably German or French).

FOR INFORMATION ON CAREERS IN CHEMISTRY VISIT THE OFFICE OF CAREER SERVICES OR GO TO: WWW.BRIDGEWATER.EDU
CHEMISTRY MINOR REQUIREMENTS

The following courses are required for a minor in Chemistry:

- CHEM 161 General Chemistry
- CHEM 162 General Chemistry
- CHEM 305 Organic Chemistry I
- CHEM 310 Organic Chemistry and Spectroscopy
- CHEM 351 Chemical Techniques I

6 credit hours from Chemistry courses numbered 340 and above.

- PHYS 221 General Physics I
- PHYS 222 General Physics II
- MATH 131 Calculus I
- MATH 132 Calculus II

GENERAL EDUCATION REQUIREMENT

The following courses satisfy Bridgewater College’s general education requirement for Physical Science:

- CHEM 102 The Earth and its Physical Resources
  (for students majoring in a non-science area)
- CHEM 125 Fundamentals of Inorganic Chemistry
  (for allied health science and nutrition and wellness majors)
- CHEM 161 General Chemistry
  (for science majors)

Majors in any non-science department can take and benefit from:

- CHEM 125 Fundamentals of Inorganic Chemistry
- CHEM 161 General Chemistry
  OR

GENERAL CHEMISTRY COURSE PREREQUISITES

Prerequisites or co-requisites include the following courses:

- MATH 110 College Algebra
  (for any courses numbered 140 or above)
- MATH 132 Calculus II
  (for any course numbered 330 or above, except for Biochemistry)

COURSES

CHEM 102 The Earth and its Physical Resources

4 Credits  F, S

The history of the earth and its place in the universe, geologic processes, environmental problems and weather. Three hours of lecture and one two-hour laboratory per week. Some trips will be taken during lab.

General Education: Natural Science

CHEM 120 Fundamentals of Environmental Chemistry

3 Credits  I

This course offers an introduction to the chemical basis of environmental issues. Water, atmospheric, and soil chemistry will be addressed. Topics covered will include water pollution, acid rain, the ozone layer, the greenhouse effect, and the pollution of heavy metals and pesticides. The course will consist of lectures, field trips, and a laboratory.

CHEM 121 Energy and the Environment

3 Credits  I

Benefits and problems associated with various methods of energy generation. Field trips are scheduled to the North Anna Nuclear Power plant, a hydroelectric plant, and a coal-fired power plant.

CHEM 122 Science and Pseudoscience

3 Credits  I

Examination of rational and skeptical thinking as applied to scientific and pseudoscientific phenomena. Explorations of such topics as unidentified flying objects, the Bermuda Triangle, and “Chariots of the Gods” are given via lectures by the instructor and individual student presentations.

CHEM 125 Fundamentals of Inorganic Chemistry

4 Credits  F

Basic principles of structure, composition, and reactions of matter. This course is designed to be a survey course for health science majors and
counts toward the natural environment requirement for graduation. This course does not satisfy requirements for majors in Biology or Chemistry. (Credit may not be received for both CHEM 125 and 161.) Three hours of lecture and one two-hour laboratory per week.

General Education: Natural Science

**CHEM 161, 162  General Chemistry**  
4 Credits each  F,S

Principles of chemistry including stoichiometry, states of matter, atomic and molecular structure, chemical bonding, periodicity, energy relationships and equilibria, acid-base chemistry, electrochemistry, kinetics, solubility, thermodynamics, kinetic molecular theory of gases, and the systematic study of families of elements. (Credit may not be received for both CHEM 125 and 161.) Three hours of lecture and one four-hour laboratory per week.  
Prerequisite: CHEM 161 or permission of the instructor is required for CHEM 162.  
General Education: Natural Science

**CHEM 250  Fundamental Organic Chemistry**  
4 Credits  F

An overview of the functional groups present in and the reactivity of organic molecules using biological examples, and the three-dimensional structures of the molecules. Three hours of lecture and one two-hour laboratory per week. (Credit cannot be earned for any combination of CHEM 200, 250 and 305.)  
Prerequisite: CHEM 125 or 162

**CHEM 305, 306  Organic Chemistry I, II**  
4 Credits each  F,S

Structure, nomenclature, reaction mechanisms, synthesis, and identification of organic molecules. (Credit cannot be earned for any combination of CHEM 200, 250 and 305.)  
Prerequisite: CHEM 162 or permission of the instructor is required for CHEM 305 (CHEM 305 is required for CHEM 306).

**CHEM 308  Organic Spectroscopy**  
1 Credit  F

The study of and interpretation of spectra as applied to organic chemistry. Infrared spectroscopy, proton and carbon nuclear magnetic resonance, ultraviolet spectroscopy, and mass spectrometry. One hour of lecture and laboratory per week  
Co-requisite: CHEM 306.

**CHEM 310  Organic Chemistry and Spectroscopy**  
5 Credits  S

A continuation of organic chemistry started in CHEM 305, including a study of the interpretation of infrared spectroscopy, proton and carbon NMR, UV-visible spectroscopy, and mass spectrometry. The lab will be an introduction to chemical research that includes research methods and an open ended project dealing with organic chemistry. (Credit may not be received for both 306 and 310, nor for 308 and 310.)  
Prerequisite: CHEM 305

**CHEM 315  Fundamentals of Biochemistry**  
3 Credits  I

A brief survey of the fundamental principles of Biochemistry, including the chemistry of aqueous solutions, proteins, carbohydrates, lipids, and nucleic acids. The course will also examine the chemical reactions and the regulation of major metabolic pathways.  
Prerequisites: CHEM 250 or 306  
Alternate years

**CHEM 320  Environmental Chemistry**  
(Cross-listed as ENVR 320)  
4 Credits  S

The chemistry and quantitative aspects of environmentally important measurements such as spectrophotometric methods for studying the nitrogen cycle, water quality (pollution, complex aqueous chemistry, salt-affected soils and brackish waters) and methods of analysis, the chemistry and chromatographic analysis of persistent organic pollutants (POP’s), the carbon cycle (sources, sinks, fossil fuel consumption and global warming) and gas phase spectrophotometric

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*F* - FALL SEMESTER  
*I* - INTERTERM  
*S* - SPRING SEMESTER  
CHEMISTRY  
85
analysis, methods of analysis for nitrogen oxides and ozone kinetics, thermal pollution and the electrochemical detection of dissolved oxygen, and immunoassays of pesticides and petroleum derivatives. Three lectures and one lab per week.

Prerequisites: MATH 130 or 131, CHEM 250, 306 or 310. (Credit may not be received for both CHEM 120 and 320)

CHEM 341, 342  
Physical Chemistry I, II  
3 Credits each  F, S

Physical states of chemical systems and transitions between those states: their thermodynamics (including equilibria), reaction rates, electro- and photochemistry, and solution phenomena. Three hours of lecture per week.

Prerequisites for CHEM 341: CHEM 306 or 310, or permission of the instructor, and PHYS 222
Prerequisite for CHEM 342: CHEM 341

CHEM 351, 352  
Chemical Techniques I, II  
2 Credits each  F, S

Chemical literature and basic methods used in compound identification and purification. Each student will complete at least one multi-week project with each faculty member of the department. One hour of lecture and a minimum of seven hours of laboratory per week.

Prerequisite: CHEM 310 or permission of the instructor with CHEM 308 co-requisite. (CHEM 351 is required for CHEM 352)

CHEM 405  
Biochemistry  
(Cross-listed as BIOL 405)  
4 Credits  F

An introduction to protein structure, enzymes, and kinetics, along with a survey of the metabolism of carbohydrates, proteins, lipids, and nucleic acids. Three lectures and one lab per week.

Prerequisites: CHEM 306 or 310 and BIOL 325

CHEM 430  
Physical Organic Chemistry  
3 Credits  F or S

Molecular orbital theory, reaction kinetics, and organic name reactions. Three hours of lecture per week.

Prerequisite: CHEM 306 or 310
Alternate years– offered 2009-2010

CHEM 440  
Advanced Inorganic Chemistry  
3 Credits  S

Physical properties, electronic structure, and reactivity of transition metal compounds. Three hours of lecture per week.

Prerequisite: CHEM 306 or 310

CHEM 441  
Quantitative Analysis  
4 Credits  F, S

Theories and practice of analytical separations and determinations. The laboratory work involves gravimetric, volumetric, and elementary instrumental analyses. Two hours of lecture and six hours of laboratory per week.

Prerequisite: CHEM 308 or 310
Offered on demand

CHEM 443  
Advanced Physical Chemistry  
3 Credits  F

Atomic structure and chemical bonding, based on applications of Schroedinger’s Equation to structures of chemical interest. Three hours of lecture per week.

Prerequisites: CHEM 342 or permission of the instructor
Alternate years– offered 2008-2009

CHEM 445  
Instrumental Analysis  
(Cross-listed as ENVR 445)  
4 Credits  F or S

Exposure to basic electronics, signal-to-noise enhancement, instrumental design and function, various methods of spectroscopy and spectrometry, chromatography, electroanalytical analysis, turbidity measurements, and mass spectrometry. All laboratories will involve collection and detection of field samples containing environmentally significant chemicals such as heavy metals, fertilizers, and persistent organic pollutants (POP’s). Three lectures and one lab per week.

Prerequisite: CHEM 250 or 305
CHEM 450  Special Topics  
3 Credits  F,S

Devoted to a subject taken from a field of chemistry not otherwise covered in the curriculum. If a different topic is offered, the course may be repeated for credit. 
Prerequisite: Permission of instructor

CHEM 451, 452  Advanced Chemical Techniques I, II  
2 Credits each  F,S

Continuation of CHEM 351, 352. Instrumental analysis including spectroscopy, spectrometry, chromatography, and electrochemistry. One hour of lecture and a minimum of seven hours of laboratory per week. 
Prerequisite: CHEM 352 (CHEM 451 is required for CHEM 452)

CHEM 461  Independent Laboratory Research  
1 Credit

An open-ended laboratory research project with a member of the Chemistry faculty. A minimum of five hours of laboratory work per week. 
Prerequisite: Permission of the instructor. May be repeated as necessary for credit.

CHEM 462  Independent Laboratory Research  
2 Credits

An open-ended laboratory research project with a member of the Chemistry faculty. A minimum of ten hours of laboratory work per week. 
Prerequisite: Permission of the instructor. May be repeated as necessary for credit.

CHEM 480  Internship  
3 Credits  F, I, S

CHEM 490  Independent Study  
3 Credits  F, I, S

CHEM 491  Research  
3 Credits  F, I, S

CHEM 500  Honors Project  
3 Credits  F, I, S

RELATED COURSE: GEOLOGY

GEOL 130  Physical Geology  
4 Credits  F, S

This course is an overview of the history of the earth and its structure, earth materials, the rock cycle, internal processes (the tectonic cycle, volcanoes, and earthquakes), external processes (the hydrologic cycle, weathering, and landforms), and environmental concerns (groundwater, surface water, pollution, and remediation) with fairly detailed coverage of the processes. 
General Education: Natural Science
Communication Studies

Communication courses examine both practical and theoretical approaches to all aspects of the study of communication including historical developments, policy implications, the increasing influence of mass media and communication technologies, interpersonal relationships, and connections between communication and power relations. The goal of the Communication Studies major is to provide students with a critical understanding of the nature, scope, and function of various communication practices. Students will learn to apply their expanded knowledge of communication to understand themselves better as communicators, which ultimately will help them improve their personal and professional relationships. Because of the inherent interdisciplinary nature of the Communication Studies major, students have considerable flexibility to double major or minor in other fields of study.

Communication courses are taught in an interactive manner combining lectures, discussion, and in-class activities. Through their work in communication courses, students may conduct theoretical and field research, write various types of academic papers, design advertising campaigns, create Web sites or practice formal presentations. In addition to working on their own, students in communication courses will work in collaboration with other students gaining valuable group teamwork skills.

The study of communication develops skills in writing, speaking, critical thinking, researching, and understanding a diverse range of contexts and events in which communication occurs. These skills will prepare Communication Studies majors to continually adapt and re-adapt to today’s ever-changing world. Students with Communication Studies majors are prepared for careers in a diverse group of occupations, such as public relations, advertising, sales, management, journalism, human resources, or any other of a number of communication-based careers. The major will also help prepare students for graduate studies.

FOR INFORMATION ON CAREERS IN COMMUNICATION STUDIES, VISIT THE OFFICE OF CAREER SERVICES OR GO TO: WWW.BRIDGEWATER.EDU
COMMUNICATION STUDIES

MAJOR REQUIREMENTS

A major in Communication Studies consists of a minimum of 39 credit hours. The following courses are required:

COMM 201 Introduction to Communication
COMM 230 Mass Media & Society
COMM 327 Interpersonal Communication
COMM 350 Quantitative Research Methods in Communication
COMM 351 Qualitative Research Methods
COMM 400 Communication Theory
COMM 450 Senior Seminar

Plus an additional 18 credit hours are required from the following list of courses:

Only 6 credits may be taken from courses without the COMM prefix.

All Courses Designated “COMM” (except COMM 100)
All Courses Designated “THEA”

ART 120 Introduction to Visual Design
ART 130 Introduction to Drawing and Composition
ART 345 Photography – Chemical Darkroom
BUS 300 Principles of Organizational Management
BUS 412 Personal Selling
BUS 416 Advertising and Related Communications
ENG 216 Movies from Literature as Literature
ENG 310 Professional Writing
ENG 312 Technical and Workplace Writing
PHIL 208 Philosophy of Popular Culture
PHIL 320 Professional Ethics
PSY 440 Social Psychology
SOC 245 Group Process and Interpersonal Communication
SOC 319 Conflict Transformation
SOC 320 Sociology of the Family
SOC 350 Methods of Research & Data Analysis I
SOC 351 Methods of Research & Data Analysis II
SOC 450 Sociological Theory

COMMUNICATION STUDIES

MINOR REQUIREMENTS

A minor in Communication Studies consists of a minimum of 18 credit hours. The following courses are required:

COMM 201 Introduction to Communication
COMM 230 Mass Media & Society
COMM 327 Interpersonal Communication

Plus 9 additional credits in Communication Studies. (Except COMM 100)

THEATRE MINOR REQUIREMENTS

A minor in theatre consists of 21 credit hours. The following courses are required:

THEA 250 World Theatre History I
THEA 255 World Theatre History II
THEA 200 Theatre Stagecraft
THEA 325 Methods of Acting
THEA 310, THEA 311, or THEA 312 Production Laboratory

An additional 9 credits must be chosen from the following courses:

THEA 250 World of Theatre History I
THEA 255 World Theatre History II
THEA 315 Theatre in London
THEA 320 Improvisation
THEA 355 Environmental Theatre
THEA 415 Directing
THEA/ENG 360 Modern Drama
THEA/ENG 362 Contemporary Drama
THEA 480 Internship
THEA 490 Independent Study
ENG 330 Shakespeare
AREAS OF CONCENTRATION FOR COMMUNICATION STUDIES MAJORS

Public Relations Concentration
21 credit hours
Only nine credit hours of the courses listed on the student’s plan of the Public Relations Concentration may be included on the student’s plan of major.

Required major in Communication Studies, plus:

All of the following: (15 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>COMM 255</td>
<td>News and Media Writing</td>
</tr>
<tr>
<td>COMM 315</td>
<td>Persuasion</td>
</tr>
<tr>
<td>COMM 347</td>
<td>Public Relations in Organizations</td>
</tr>
<tr>
<td>COMM 410</td>
<td>Communication Law: Civil Liberties and the Public Good</td>
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<tr>
<td>ART 120</td>
<td>Introduction to Visual Design</td>
</tr>
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</table>

Plus two of the following: (6 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>COMM/ENG 305</td>
<td>Journalism in the Information Age</td>
</tr>
<tr>
<td>COMM 325</td>
<td>Communication in the Organization</td>
</tr>
<tr>
<td>COMM 349</td>
<td>Nonprofit Communication</td>
</tr>
<tr>
<td>ART 130</td>
<td>Introduction to Drawing and Composition</td>
</tr>
<tr>
<td>ART 220</td>
<td>Introduction to Digital Media</td>
</tr>
<tr>
<td>BUS 310</td>
<td>Advertising and Related Communication</td>
</tr>
<tr>
<td>BUS 416</td>
<td>Principles of Marketing</td>
</tr>
<tr>
<td>ENG 310</td>
<td>Professional Writing</td>
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<tr>
<td>ENG 312</td>
<td>Technical and Workplace Writing</td>
</tr>
<tr>
<td>FCS 304</td>
<td>Fashion Merchandising</td>
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<tr>
<td>FCS 306</td>
<td>Fashion Promotion</td>
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</tbody>
</table>

Media Studies Concentration
21 credit hours
Only nine credit hours of the courses listed on the student’s plan of the major.
This concentration is designed for students who may want to pursue a career in media industries or who are considering going to graduate school in Media Studies.

Required major in Communication Studies, plus:

All of the following: (12 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>COMM 330</td>
<td>Film Studies</td>
</tr>
<tr>
<td>COMM 332</td>
<td>Television Studies</td>
</tr>
<tr>
<td>COMM 360</td>
<td>Contemporary Media Industries</td>
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<tr>
<td>COMM 375</td>
<td>Media Effects</td>
</tr>
</tbody>
</table>

Plus nine credits from the following list:

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<thead>
<tr>
<th>Course</th>
<th>Title</th>
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</thead>
<tbody>
<tr>
<td>COMM 410</td>
<td>Communication Law</td>
</tr>
<tr>
<td>COMM 420</td>
<td>Political Communication</td>
</tr>
<tr>
<td>COMM 447</td>
<td>Health Communication</td>
</tr>
<tr>
<td>COMM 480</td>
<td>Internship (media related and approved – only 3 credits count towards the concentration)</td>
</tr>
<tr>
<td>COMM/ENG 218</td>
<td>History of Motion Picture</td>
</tr>
<tr>
<td>COMM 331</td>
<td>The Television and Film Studio System</td>
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<tr>
<td>SOC 340</td>
<td>Cultural Theory at the Movies</td>
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<td>PHIL 208</td>
<td>Philosophy of Popular Culture</td>
</tr>
<tr>
<td>PSCI 340</td>
<td>Media and Politics</td>
</tr>
</tbody>
</table>

COURSES

COMM 100  Oral Communication 3 Credits F, S

Interpersonal and group oral communication skills, including verbal and nonverbal communication, listening, problem solving, and public speaking. The course covers specific issues related to informative speaking, special-occasion speaking, public group presentations, interviewing, ethics, and the relationship between effective oral communication and leadership.

General Education: Core Skills

COMM 131  Newspaper Practicum (Cross-listed as ENG 131) 1 Credit F, S

This course is a skills-and-theory class which may
discuss practical problems in newspaper production, both general and specific. Work includes approximately three hours outside of class and one hour inside each week in writing news stories and solving layout and graphic problems. Student work will be contracted on an individual basis. Course may be repeated for a total of three credits.

Prerequisite: Permission of instructor

COMM 141  Yearbook Practicum
(Cross-listed as ENG 141)
1 Credit  F, S

This course teaches students the process of book production through active participation in all stages of producing Ripples, the college yearbook. Student work will be contracted on an individual basis. This course may be repeated, but a maximum of three hours of credit in COMM 141 will count towards graduation.

Prerequisite: Permission of instructor

COMM 201  Introduction to Communication Studies
3 Credits  F

Introduces students to communication as an academic discipline by exploring how meaning is created and shared in multiple contexts. Verbal and nonverbal communication, interpersonal communication, mass media, communication technologies, popular culture, and communication in organizations are among the topics covered.

COMM 215  Argumentation and Debate
3 Credits  F

Evidence and reasoning in oral communication. Activities include studying argumentation and debate theory, researching the current national debate topic, and participating in practice debates. Participation in intercollegiate competition is optional. A maximum of six credits in COMM 215: Argumentation and Debate and COMM 220: Forensics Practicum may be applied toward degree requirement.

COMM 217  Literary Heroes in Popular Culture
(Cross-listed as ENG 217)
3 Credits  F

This course is designed to look at characters invented first in books and periodicals but known popularly for their incarnations in other 20th century media, particularly film. Heroes to be covered are Sherlock Holmes, Tarzan, Zorro, and James Bond. The course will look at differences in print and other media’s portrayal of the characters by examining first the original text followed by popular manifestations.

Prerequisite: ENG 101

COMM 218  History of Motion Picture
(Cross-listed with ENG 218)
3 Credits  S

By examining key people, ideas, and techniques, the course presents an historical survey of the development of the motion picture into an art form. Class members will be required to attend on-campus screenings.

COMM 220  Forensics Practicum
1 Credit  F, S

Participation in intercollegiate debate or individual events is required. This course may be repeated for credit but it may not be taken concurrently with COMM 215. A maximum of six credits in COMM 215: Argumentation and Debate and COMM 220: Forensics Practicum may be applied toward degree requirements.

Prerequisite: Permission of instructor

COMM 230  Mass Media and Society
(Cross-listed as SOC 230)
3 Credits  S

A survey of media history and an examination of the effect mass media has on American society. This course will examine the development and impact of print media, radio, television, video, public relations, advertising and electronic services. Emphasis will be placed upon the development of the information society.
COMM 255  News and Media Writing  
3 Credits  F

Designed to teach students the basic skills of researching, investigating and writing in a variety of formats. Emphasis is placed on (1) identification of the writing structures used by contemporary media writers and (2) utilization of these structures in original pieces researched and written by the students.  
Prerequisite: ENG 101 or 140

COMM 305  Journalism in the Information Age  
(Cross-listed as ENG 305)  
3 Credits  S

This course builds on the skills-oriented approach of COMM 255 by putting theory behind the practice of writing. Through individual and group writing projects, students work toward understanding the increasingly complex definition of news, its blurring line with entertainment, and the dynamic interplay between technologies and audiences.  
Prerequisite: COMM 255 or permission of the instructor

COMM 310: Oral Interpretation of Literature  
3 Credits  F

This course will explore the theory and practice of the principles involved in the understanding and interpretation of all forms of literature. Students will learn how to effectively convey their interpreted meaning to an audience. This is a performance intensive course that will ask students to not only interpret but publicly re-present literature through their own unique perspectives.  
Alternate years: Offered 2008-2009

COMM 315  Persuasion  
3 Credits  S

Students will develop an in-depth understanding of major theories and key concepts of persuasion. Upon completion of the course, the student will understand the nature of persuasion, be able to identify and apply appropriate theories to various persuasion contexts (e.g., interpersonal, organizational, health, media, and sales). In addition, this course will focus on developing effective persuasion skills and the appropriate critical skills by which to evaluate persuasive attempts.

COMM 325  Communication in the Organization  
3 Credits  F

This course provides students with an opportunity to study and apply communication theories and principles in an organizational context. An explanation of organizational communication theories and principles will allow students to develop a theoretical and practical understanding of how communication affects the dynamics of the work environment. Emphasis will be placed on applying communication concepts to students’ personal experience or participating in the organizational environment.

COMM 327  Interpersonal Communication  
3 Credits  F, S

This course introduces students to basic patterns of interpersonal human communication in personal and professional settings. Through exploration of theories involving communication, verbal and nonverbal interaction, climate, and culture students will develop their theoretical and practical understanding of how interpersonal relationships are achieved through communication.

COMM 330  Film Studies  
3 Credits  F

This course will provide a comprehensive, critical examination of the history of film and its influence on society. In addition, the course will include exploration of the various methods of studying film. Topics covered will include the origins of film, silent films and the development of narrative film, the American studio era, conglomerate of the films studios, various film genres, the film school generation, issues in international film, film literacy movements, the birth of Digital film-making, the current film industry, and the future of film. Special emphasis will be given in this course to the exploration of how film messages can perpetuate, influence and change our views
of social groups marked by gender, race, class, sexuality, and age.
Prerequisite: COMM 230 or permission of the instructor

COMM 331 The Television & Film Studio System
3 Credits

This course examines the history of the American television and film studio system, its influence on society, and the processes of modern television and film production. The course will include three days on the Bridgewater campus and a 14-day trip to Los Angeles. While in Los Angeles, the class will tour several studios (including Paramount Pictures, Warner Brothers, NBC television, and Universal Studios), participate as audience members on a variety of television shows, talk with members of the television and film industry, and visit several media-related museums. Additional costs associated with travel.
Prerequisite: Permission of the instructor
Alternate years – offered 2009-2010

COMM 332 Television Studies
3 Credits

This course will provide a comprehensive, critical examination of the history of television and its influence on society. In addition, the course will include exploration of the various methods for studying television. Topics covered will include the origin of television, live television, the birth and decline of the network television, various television genres, the development of cable and satellite channels, television news, issues in international television, the American television industry, and the future of television. Special emphasis will be given in the course to the exploration of how television messages can perpetuate, influence and change our views of social groups marked by gender, race, class, sexuality, and age.
Prerequisite: COMM 230 or permission of the instructor

COMM 333 European Media and Culture
3 Credits

This course examines the historical similarities and differences between American media and European media. The course will involve approximately a week of classes on the Bridgewater campus prior to traveling to several locations throughout Europe. Three major themes will be explored: 1) the use of persuasion and propaganda techniques employed during World War II and the Cold War, 2) the development of the European television and film industry (prior to WWII and after it), and 3) issues of media conglomeration, globalization, and the influence of the American film and television industry on Europe. Cities that may be toured include: London, Munich, Prague, Berlin and Paris. (The exact cities to be visited will change each year based on availability of speakers, film festivals, and museum special exhibits.) Additional costs associated with travel.
Prerequisite: Permission of the instructor
Alternate years – offered 2008-2009
General Education: Europe

COMM 334 Intercultural Communication
3 Credits

A theoretical and practical survey of intercultural communication processes. The course is concerned with the intrapersonal and interpersonal dimensions of intercultural communication and will examine the distinctive cultural orientations, behaviors, expectations, and values that affect our abilities to communicate effectively with people from diverse co-cultures. The privileges and powers associated with the communication of primary cultures in relation to co-cultures will be highlighted.
General Education – United States

COMM 335 Communicating Sex and Gender
3 Credits

This class will examine issues and research related to the role and construction of sex and gender in communication. The interaction of sex and gender with verbal behavior, nonverbal behavior, friendships, families, romantic relationships, and professional relationships will be explored. Additionally, the issues of health, power, and violence will be examined as they relate to sex and gender. Finally, the course will introduce students to the
impact of the media on gender as well as the specific sexes.

COMM 347 Public Relations in Organizations
(Cross-listed as SOC 347)
3 Credits

A comprehensive survey of the evolution, role, functions, and scope of public relations in American society. Emphasis will be placed on public relations work in nonprofit and business organizations including educational, health care and social service institutions. Additionally, the roles of spokesperson and media consultant in government will be examined.

COMM 349 Nonprofit Communication
3 Credits

Introduces students to the burgeoning nonprofit sector of American society. Students learn what makes an organization a nonprofit, explore the purposes of a nonprofit sector in society, consider the often overlooked field of nonprofit media, and explore the challenges and opportunities of working in, with, and for nonprofit organizations.

COMM 350 Quantitative Research Methods in Communication
3 Credits

This course introduces students to various quantitative research methods that contribute to the study of communication, the collection of information, and the solution of practical problems. Students will have the opportunity to design their own study and apply theory to it as a way to explore how theoretical perspectives influence the kinds of questions researchers ask and the methodology they select.

Prerequisite: Junior standing and PSY 220 or MATH 200

COMM 351 Qualitative Research Methods in Communication
3 Credits

This course introduces students to the qualitative research perspective and a variety of qualitative research methods that contribute to the study of communication. Students will study methodologies including: ethnography, interviewing, phenomenology, and narrative inquiry. Upon completion of the course, students will develop an understanding of how certain research goals may best be reached through the use of qualitative research. In addition, they will be able to select and apply the appropriate qualitative methods to achieve those goals.

Prerequisite: Junior standing or permission of the instructor

COMM 360 Contemporary Media Industries
3 Credits

This course will examine how the print and electronic media industries in the United States work to produce media products, distribute entertainment and news programming, and function within the regulatory, economic, social, and technological environments they shape and are shaped by. Media industries of the United States will be the primary focus of the course however international media industries may also be explored.

Prerequisite: COMM 230 or permission of the instructor

COMM 375 Media Effects
3 Credits

This course will examine the history of media effect research from the early 20th century to the present. Students will learn about various methods used by social scientist to identify and measure the effects of persuasive messages on changes in knowledge, attitudes and behaviors. In addition, research methods aimed at discovering the effects of messages intended as entertainment will be discussed, including cultural studies of ideological domination. Students will gain skills in framing research questions about media effects, designing effects studies, and evaluating claims of media effect advocated by scholarly and non-scholarly sources.

Prerequisite: COMM 350
COMM 400  Communication Theory  
3 Credits  F,S

This course offers a survey of communication theories. Current theoretical perspectives on human communication serve as a foundation to study major theories and representative research in various areas of specialization. Such areas include persuasion and verbal/nonverbal behavior as well as interpersonal, group, organizational, media and applied contexts.
Prerequisite: Junior standing and COMM 201

COMM 410 Communication Law: Civil Liberties and the Public Good  
(Cross-listed as SOC 410)  
3 Credits  F

An examination of how the mass media are constrained and protected by the law and court interpretations. Among the issues to be explored are libel, copyright, obscenity, censorship and freedom of the press, cable TV franchising, corporate and government communications, and other media-related legal issues.

COMM 420 Political Communication  
3 Credits  F

Students will examine how the political rhetoric of both individuals and groups forms and informs our concepts of politics. Students will take a rhetorical critical stance to political communication in order to establish the historical context for contemporary political rhetoric, develop a critical practice appropriate to the analysis of both historical and contemporary political rhetoric, and discern the connections between political communication and political power.

COMM 427 Communication in Romantic Relationships  
3 Credits  I

This class will examine issues and research related to communication in romantic relationships with a specific emphasis on the role of gender. The social construction of relationships and relational norms from inside and outside the relationship will be emphasized. The utility of popular relational advice will be examined.
Alternate years – offered 2008-2009

COMM 447 Health Communication  
3 Credits  F

This course is designed to provide a broad introduction to the study and application of theories, principles and practices in health contexts. The relevance of interpersonal communication, listening, group communication, intercultural communication, gender communication, organizational communication and campaigns to health communication will be examined as a means of discussing the possibilities for improving communication in the health care setting, improving personal health, and influencing public health.

COMM 450 Senior Seminar  
3 Credits  F

An in-depth seminar examining a special topic. Students draw on the knowledge and skills developed in the program to produce a portfolio and a major research project in a particular area of communication studies.
Prerequisites: COMM 350 or 351 and COMM 400

THEATRE

THEA 200 Theatre Stagecraft  
3 Credits  S

An introduction to scenic construction, lighting production, prop making, costume design, make-up design and stage management. The course will explore the concepts, techniques, equipment and material necessary for successful theatrical production emphasizing problem solving through research, experimentation, and collaboration. Students will be challenged to engage and understand the interrelationship between technical stagecraft and other aspects of dramatic art. Previous experience with theatre is not necessary.
Alternate years – offered 2008-2009
THEA 250  World Theatre History I  3 Credits  F

This course will trace the development of dramatic art and the history of theatrical production from its ritual beginnings to the English Restoration. It will place dramatic art and theatre history in context by engaging with the social, political and cultural conditions of specific historical moments. Topics of study will include Greek Drama, Roman spectacle, Sanskrit Drama, Noh Drama, early Medieval religious and secular theatre, Italian commedia dell’arte, Renaissance and Baroque pageantry, and the English Restoration. The approach will be a documentary one. Students will read specific play texts in conjunction with primary evidence, both textual and pictorial, using both to illuminate the creation and history of theatre.

Alternate years – offered 2008-2009
General Education: Fine Arts

THEA 255  World Theatre History II  3 Credits  S

This course will serve as a survey of post-Restoration theatrical culture, history and production forms. Though it is a continuation of the World Theatre History I, the student need not have taken the previous course. Students will begin examining theatrical history and expression in Turkey, China and Japan, and move across the European continent focusing on the rise of European modernity. Students will cover Romantic theatre and opera, melodrama and poetic spectacle, Realism, Naturalism and the independent theatre movement as well as the innovation of early 20th century theatrical practitioners. The approach will be a documentary one. Students will read specific play texts in conjunction with primary evidence, textual and pictorial, using both to illuminate the creation and history of theatre.

Alternate years – offered 2008-2009
General Education: Fine Arts

THEA 310  Production Laboratory: Acting  3 Credits  F, S

This production laboratory requires intense involvement with the process of translating a play text from script to performance. It will require students to work independently and as an ensemble interpreting, rehearsing and performing a play. Those enrolled will be expected to rehearse five to six nights per week for eight weeks exhibiting a commitment to their peers and the production. Each student will be required to keep a journal of their process of character creation, as well as submit a significant final paper that analyzes the entire production as well as their own participation. Significant in-class and out-of-class work is essential.

Prerequisite: By audition

THEA 311  Production Laboratory: Design  3 Credits  F, S

This production laboratory requires intense involvement with the process of translating a play text from script to performance. It requires students to work independently under faculty supervision interpreting and realizing theatrical design specific to their area of interest: set design, light design, costume design, property design. Students will be responsible for submitting such work as light plots, ground plans, rendering (lighting, set, costume), drawings and/or sketches, models, and production workbooks. Furthermore, students will be required to realize their ideas on stage, whether through light, set, costume or prop construction. Students will be required to attend weekly production meetings in addition to selected rehearsals. Professionalism and dedication to theatrical production will be stressed. Each student will be required to submit a significant final paper that analyzes the entire production as well as their own participation. Significant in-class and out-of-class work is essential.

Prerequisite: Permission of the instructor

THEA 312  Production Laboratory: Stage Management, Directing, Dramaturgy  3 Credits  F, S

This production laboratory will require intense involvement with the process of translating a play text from script to performance. It requires students to work independently under faculty
supervision. Stage Management and Directing students will be required to attend rehearsals, provide a detailed dramaturgical analysis of the production including production histories, submit a dramaturgical note for the program, organize and moderate post-performance talk backs with the cast, crew and audience, as well as submit a significant paper analyzing the production and their participation. Professionalism and dedication to theatrical production will be stressed. Significant in-class and out-of-class work is essential.

Prerequisite: Permission of the instructor

THEA 315 Theatre in London
3 Credits

An exploration of the rich and varied theatrical scenes in London through nightly attendance at professional and nonprofessional productions. The group attends professional West End classical, modern, and musical productions. A music hall performance and holiday pantomime as well as lively nonprofessional theatre in the London suburbs are on the itinerary. Daytime backstage tours and visits to the Theatre Museum and other locations of theatrical, historical, and cultural interests complement the experience, as do side-trips to Stratford-upon-Avon and Oxford.

Offered on demand

General Education: Fine Arts

THEA 320 Improvisation
3 Credits

This course will focus on invention and structured improvisation as tools to explore ‘being in the moment’ – both on and off stage. Focusing on the body and voice through theatre games, creative dramatics, role-play, storytelling, clowning, autobiographical performance and movement, improvisation skills will be approached from two perspectives: concentration and action. Through responding to each other’s playfulness, ingenuity and creativity, students will be encouraged to break through set thinking and movement patterns that may have limited them in the past. This class is not just for the theatre student! While the work is grounded in theatre, it can be applied to any discipline.

THEA 325 Methods of Acting
3 Credits

This course is designed to provide the student with an organized and practical approach to the creation of real, truthful behavior within the imaginary circumstances of the theatre. The class will focus on the fundamentals of acting, and experiment with specific training exercises from a variety of 20th century theatre practitioners (Konstantin, Stanislavsky, Bertolt Brecht, Augusto Boal, Jerzy Grotowski and others). Scene work, monologues, solo performance and ensemble work will be examined through this course.

Alternate years – offered 2009-2010

THEA 335 Environmental Theatre
3 Credits

Environmental theatre began in the 1960s in response to the social and political climate of the time. Performers and performance groups pushed the boundaries of what was traditionally thought of as theatre, and as a result, restructured and reinvigorated the fundamental understanding of what performance was and its function within society. Environmental theatre continues to be a powerful vehicle for social commentary. The objective of this course is three-fold: to introduce the student to the cultural, social, and political richness of environmental theatre, including site-specific performance; to provide a historical understanding of the period by highlighting how the original practitioners and their works were directly influenced by cultural events of the time; and, to involve the student in the process of creating and performing their own individual and group site-specific environmental performance piece.

General Education: Fine Arts

THEA 360 Modern Drama
(Cross-listed as ENG 360)
3 Credits

An examination of theatrical literature and forms from the late 19th century well-made plays, Realism, Expressionism, Futurism and Symbolism to Epic theatre and the Theatre of the Absurd. Playwrights such as Henrik Ibsen, Bernard Shaw,
Anton Chekhov, Eugene O’Neill, Bertolt Brecht, Samuel Beckett and others will be studied. The goals of this course are for students to gain an understanding of the scope, history, techniques and influence of Modern Drama. Prerequisites: ENG 101 or 140, ENG 102 or 150.
Alternate years – offered 2009-2010
General Education: Literature

**THEA 362 Contemporary Drama**
(Cross-listed as ENG 362)
3 Credits S

A focus on the contemporary theatrical forms of American and British drama. Students will begin with post-World War II dramatic works and move sequentially to the present day. Some areas of attention will be the “angry young men,” metadrama, gender race and ethnicity, the “new brutalism,” and contemporary docudrama. Particular focus will be on how play texts engage with the cultural and historical moment of their creation. The goals of this course are for students to gain an understanding of the scope, history, techniques and influence of contemporary drama. Playwrights such as John Osborne, Edward Albee, Edward Bond, José Rivera, Martin McDonagh, Tony Kushner, Sarah Kane, Suzan Lori-Parks, Nilo Cruz, Moisés Kaufman, Sarah Ruhl and others will be studied.
Prerequisite: ENG 101 or 140, ENG 102 or 150
Alternate years – offered 2009-2010
General Education: Literature

**THEA 415 Directing**
3 Credits S

Designed to introduce the student to the basic fundamentals of directing plays for the stage. Students will carefully examine play structure and analysis, communication with the actor and designer, and rehearsal process and performance. Students will explore the work of the director through laboratory exercise, and short performance piece where students cast and direct their own scenes. Examining the techniques of many of the most influential 20th century stage directors, students will work towards a technique that the student can call his/her own. Practical work will be combined with written analysis in addition to the final short student-director production.
Alternate years – offered 2008-2009
The George S. Aldhizer II Department of Economics and Business Administration offers two major fields of study and a wide range of opportunities for students to specialize in areas of their choosing. In addition to providing the knowledge and skills needed for successful entry into today’s complex business world, both majors fully prepare graduates for the pursuit of advanced degrees from quality universities.

The major in economics consists of 14 courses in economics and mathematics. Economics majors may choose among three areas of emphasis: business, government policy, and preparation for graduate school.

The major in business administration consists of 16 courses in business, economics, and mathematics. This basic program provides the graduate with a solid foundation for future success. To gain greater depth in a particular area of business, many students choose to undertake additional coursework. For those who want to earn a "major within the major," the department offers five concentrations within the major in business administration.

This information is also available at the department Web site: www.bridgewater.edu

▶ FOR INFORMATION ON CAREERS IN ECONOMICS OR BUSINESS ADMINISTRATION, VISIT THE OFFICE OF CAREER SERVICES OR THE WEB SITE: www.bridgewater.edu
ECONOMICS MAJOR REQUIREMENTS

A major in Economics consists of 42 credit hours (14 three-hour classes), comprised of 30 credits from the following 10 required courses:

- MATH 129 Calculus for Economics and Business
- MATH 200 Introduction to Statistics
- ECON 210 Principles of Microeconomics
- ECON 200 Principles of Macroeconomics
- ECON 300 Money and Banking
- ECON 330 Government and Business
- ECON 400 Intermediate Macroeconomic Theory
- ECON 410 Intermediate Microeconomic Theory
- ECON 440 International Economics
- ECON 460 Senior Seminar in Economics

Plus 12 additional credits in Economics numbered 300 or above, OR six additional credits in Economics numbered 300 or above and one of the following options:

**Business Emphasis selected from: (6 credits)**
- BUS 201 Principles of Accounting I
- BUS 202 Principles of Accounting II
- BUS 210 Organization Dynamics and Communications
- BUS 300 Principles of Organization Management

**Government Policy Emphasis selected from: (6 credits)**
- PSCI 210 Politics and Government in the United States
- PSCI 230 Introduction to World Politics
- PSCI 420 International Law and Organization

**Graduate School Preparation selected from: (6 credits)**
- MATH 131 Calculus I
- MATH 132 Calculus II

Students who choose this option will substitute MATH 120: Pre-calculus Mathematics for MATH 129 in the list of required courses above, and should consider taking additional courses beyond MATH 132 as well.

ECONOMICS MINOR REQUIREMENTS

A minor in Economics consists of 24 credit hours (8 three-hour classes):

- MATH 129 Calculus for Economics and Business
- MATH 200 Introduction to Statistics
- ECON 210 Principles of Microeconomics
- ECON 200 Principles of Macroeconomics
- ECON 400 Intermediate Macroeconomic Theory
- ECON 410 Intermediate Microeconomic Theory

Plus six additional credits in Economics numbered 300 or above.

Credits for ECON 480, 490, 491, and 500 may not be applied to the requirements for either the major or minor in Economics.

BUSINESS ADMINISTRATION MAJOR REQUIREMENTS

A major in Business Administration consists of 48 credit hours (16 three-hour classes), comprised of the following 14 required courses:

- MATH 129 Calculus for Economics and Business
- MATH 200 Introduction to Statistics
- ECON 210 Principles of Microeconomics
- ECON 200 Principles of Macroeconomics
- BUS 201 Principles of Accounting I
- BUS 202 Principles of Accounting II
- BUS 210 Organization Dynamics and Communications
- BUS 300 Principles of Organization Management
- BUS 310 Principles of Marketing
- BUS 320 Principles of Finance
- BUS 330 Principles of Information Systems
- BUS 340 Management Science
- BUS 350 Business Law
BUS 478  Business Policy

Plus six additional credits in Economics or Business courses numbered 300 or above.

**BUSINESS ADMINISTRATION**

**MINOR REQUIREMENTS**

A minor in Business Administration consists of 24 credit hours (8 three-hour classes):

- MATH 129  Calculus for Economics and Business
- MATH 200  Introduction to Statistics
- ECON 200  Principles of Macroeconomics
- ECON 210  Principles of Microeconomics
- BUS 201  Principles of Accounting I
- BUS 202  Principles of Accounting II
- BUS 210  Organization Dynamics and Communications

Plus three additional credits in Business numbered 300 or above.

Credits for Business or Economics 480, 490, 491, and 500 may not be applied to the requirements for either the major or minor in Business Administration.

**BUSINESS ADMINISTRATION**

**AREAS OF CONCENTRATION**

Majors in Business Administration are encouraged to acquire additional depth by pursuing one or more concentrations within the major. Six credits from the concentration may be applied to the requirements for the major in Business Administration. The capstone course for each concentration is shown in italics:

**Concentration in Accounting**

18 credit hours
- BUS 371  Intermediate Accounting I
- BUS 372  Intermediate Accounting II
- BUS 381  Federal Tax Accounting I
- BUS 385  Cost Accounting
- BUS 400  Advanced Accounting
- BUS 405  Auditing

For students seeking a career in public accounting, satisfactory completion of the concentration in Accounting counts toward the 30 credit hours in accounting the Virginia Board of Accountancy requires applicants to have before taking the Certified Public Accountant (CPA) examination. Eligibility for the CPA exam also requires 150 credits of college course work.

**Concentration in Finance**

18 credit hours
- ECON 300  Money and Banking
- ECON 440  International Economics
- BUS 371  Intermediate Accounting I
- BUS 372  Intermediate Accounting II
- BUS 430  Investments
- BUS 438  Issues in Finance

**Concentration in International Commerce**

18 credit hours
- ECON 330  Government and Business
- ECON 440  International Economics
- PSCI 230  Introduction to World Politics
- BUS 465  Issues in International Commerce

Plus six credits from two of the following electives:
- FREN 202  Intermediate French
- FREN 320  French Culture and Civilization
- GER 202  Intermediate German
- HIST 356  East Asia
- HIST 358  Middle Eastern History Since A.D. 600
- SPAN 202  Intermediate Spanish
- SPAN 320  Latin American Culture and Civilization
- SOC 306  Cultures of Japan
- SOC 309  Cultures of Africa
- SOC 325  Development and Underdevelopment in the Modern World

A language minor and participation in a one-semester cross-cultural experience are recommended. Students participating in the Brethren College Abroad (BCA) program or a similar approved international experience may apply that activity in place of the six elective credits required above.
Concentration in Marketing

18 credit hours

BUS 315  Marketing Research
BUS 412  Professional Selling (or COMM 315 Persuasion)
BUS 416  Advertising & Related Communications
BUS 418  Issues in Marketing

Plus six credits from the following electives:

BUS 414  Consumer Behavior
COMM 347  Public Relations in Organizations
ECON 410  Intermediate Microeconomic Theory
FCS 304  Fashion Merchandising
FCS 306  Fashion Promotion

Concentration in Organization Management

18 credit hours

BUS 420  Human Resource Management
BUS 460  Issues in Organization Management

Plus six credits from the following electives:

ECON 310  U.S. Economic & Business History
ECON 320  Labor Economics
ECON 330  Government & Business
ECON 410  Intermediate Microeconomic Theory

Plus six credits from the following electives:

BUS 422  Entrepreneurship
FCS 319  Contemporary Family Relationships
IDS 201  Foundation of Leadership
PHIL/SOC 319  Conflict Transformation
PHIL 320  Professional Ethics
SOC 228  Racial and Ethnic Studies
SOC 245  Group Process
SOC 345  Organizations in American Life

Business Administration majors interested in preparing for a computer-related career are encouraged to earn a minor in Computer Information Systems or major in Information Systems Management. These programs are offered in the Department of Mathematics and Computer Science.

COURSES

ECONOMICS

ECON 200 Principles of Macroeconomics 3 Credits F,S

Introduces scarcity and opportunity cost, supply and demand analysis, international trade, and the performance of the aggregate economy, including the measurement and determinants of total output, inflation, and unemployment, and government’s use of fiscal and monetary policies to stabilize the economy.

General Education: Social Sciences

ECON 210 Principles of Microeconomics 3 Credits F,S

Analysis of individual choice and market behavior, with special emphasis on price and output relationships and the economics of the firm.

General Education: Social Sciences

ECON 300 Money and Banking 3 Credits F

Focuses on the financial system, the determinants of interest rates, structure and regulation of the banking system, the Federal Reserve System and monetary policy, and money supply growth and inflation.

Prerequisite: ECON 200

ECON 305 Contemporary Economic Issues 3 Credits I

Discussion of contemporary economic issues from conservative, liberal, and radical perspectives. Topics include both macroeconomic and microeconomic issues.

Prerequisite: ECON 200 or 210

ECON 310 U.S. Economic and Business History 3 Credits S

Traces the growth and development of the U.S. economy and economic institutions, including changes in transportation, banking and finance,
ECON 320  Labor Economics  3 Credits  F
Analysis of labor market supply and demand, wages and salaries, collective bargaining, discrimination, and macroeconomic implications of labor market issues.  
Prerequisite: ECON 200 or 210

ECON 325  Economics of Sports  3 Credits  I
Fundamental tools of economic analysis applied to issues in professional and college team sports, including team revenues and costs; labor markets, salary determination, and labor relations; government subsidies; sports leagues, the National Collegiate Athletic Association, and antitrust laws; and the valuation and profitability of sports franchises.  
Prerequisite: ECON 200 or 210

ECON 327  Economics and the Environment  3 Credits  I
An economic analysis of the causes and consequences of environmental problems and alternative solutions proposed for them. Problems covered include overpopulation, resource depletion, pollution, and economic growth.  
Prerequisite: ECON 200 or 210

ECON 330  Government and Business  3 Credits  S
Discussion of the role of government and market forces in promoting economic efficiency, focusing on antitrust policy, economic regulation, and socio-economic engineering.  
Prerequisite: ECON 200 or 210

ECON 400  Intermediate Macroeconomic Theory  3 Credits  F
Analyzes short-run economic fluctuations, long-term economic growth, and the impact of economic institutions and policies on the aggregate economy and living standards, using a variety of models representative of the evolution of macroeconomic thought.  
Prerequisite: ECON 200  
Alternate years – offered 2008-2009

ECON 410  Intermediate Microeconomic Theory  3 Credits  F
Theoretical and applied development of consumer choice, firm behavior, price income determination, market behavior, and government policy.  
Prerequisite: ECON 210  
Alternate years – offered 2009-2010

ECON 420  Development of Economic Thought  3 Credits  I
Traces the contributions to economic thought of various individuals and schools from ancient times to the present, including Adam Smith, the classical school, socialism, Marx, marginalism, the neoclassical school, Keynes, Friedman, and others.  
Prerequisite: ECON 200 or 210  
General Education: A course in Religion or Philosophy

ECON 440  International Economics  3 Credits  S
Theory of international economic interrelationships, including trade, finance, and monetary policies and institutions.  
Prerequisite: ECON 200 or 210

ECON 460  Senior Seminar  3 Credits  F
Capstone course for majors in Economics: an in-depth investigation of selected economic issues, policies, and problems designed to integrate knowledge gained from prior courses and to introduce research methods used for the discovery of knowledge. Students select topics for research,
collect data, formulate and test hypotheses, present their results, and discuss each other’s findings.

Prerequisites: ECON 400 and 410 and senior standing, or permission of the instructor

**BUSINESS**

**ECON 480** Internship
3 Credits  F, I, S

**ECON 490, 491** Independent Study
3 Credits  F, I, S

**ECON 500** Honors Project
3 Credits  F, I, S

**BUS 110** Personal Finance
3 Credits  I

Principles of managing one’s income emphasizing personal financial planning, budgeting, tax planning, banking relations, consumer credit, insurance, home buying, investments, retirement planning, and estate planning.

**BUS 120** Survey of Business
3 Credits  F

A survey of business principles and practices intended as an introductory course for freshmen contemplating a major in Business Administration and for other students interested in acquiring a basic understanding of the world of business. BUS 120 may not be taken for credit by any student who has completed any business course numbered 200 or higher.

**BUS 201, 202** Principles of Accounting I, II
3 Credits  F, S

First semester: accounting for sole proprietorships, the accounting cycle, journals, ledgers, working papers, and preparation of financial and operating statements. Second semester: accounting for corporations, time value of money, cash flows, budgeting, cost determination, responsibility centers, and differential analysis.

Prerequisite for BUS 201: MATH 129 recommended
Prerequisite for BUS 202: BUS 201

**BUS 210** Organizational Dynamics and Communications
3 Credits  F, S

Human behavior in organizations, including structures of organization communications, and the essential role of interpersonal communications throughout the practice of business. Particular emphasis is placed on understanding the specialized written, oral, and electronic expression necessary to develop effective business communication skills.

**BUS 300** Principles of Organization Management
3 Credits  F, S

Principles of planning, organizing, leading, and controlling human and other resources for the achievement of an organization’s goals. The impact and role of communication, motivation, group dynamics, and organization culture, conflict and change are examined. Current practice is placed in perspective. Written and oral reports develop student writing and speaking skills.

Prerequisite: BUS 210 or permission of the instructor

**BUS 305** Entrepreneurial Revolution in the 21st Century
3 Credits  I, S

Examines the importance of fostering entrepreneurship as the key to economic, social, and intellectual development in a myriad of cultural settings and economic/political systems around the globe. This course will include a field study approach with site visits and interviews with public and private entities involved throughout the entrepreneurial process, first in the Shenandoah Valley, and then through similar field activities in a contrasting regional location.

Prerequisites: Two courses from ECON 200, ECON 210, PSY 200 and SOC 101

**BUS 310** Principles of Marketing
3 Credits  F, S

Principles and practices of how goods, services, and ideas are developed and distributed in order to satisfy individual and organization objectives. Emphasis is placed on the micro-marketing per-
spectives of product, price, promotion and place. *Prerequisites: BUS 120, 210 or 300. ECON 210 recommended, but not required. Communication Studies majors admitted with Junior or Senior status.

**BUS 315**  
**Marketing Research**  
3 Credits  
F

Explores the scope of marketing research and its role in effective decision making. Distinguishes experimental research techniques, in which the researcher manipulates the independent variable, from descriptive research whereby data merely suggest causation. Students will explore, design, and conduct various types of research, including observations, questionnaires, focus groups, and tracking consumer panels. Special emphasis will be given to the growing field of qualitative research and the use of the Internet in making secondary research readily available.  
*Prerequisite: Math 200, BUS 310, and Junior or Senior status*

**BUS 320**  
**Principles of Finance**  
3 Credits  
F, S

Theory and practice of managerial finance, including financial statement analysis, financial planning and control, working capital management, and capital budgeting.  
*Prerequisites: BUS 202, ECON 200 and 210, MATH 200*

**BUS 330**  
**Principles of Information Systems**  
3 Credits  
F, S

Introduction to information system theory and application. Emphasis is placed on information systems design in the functional areas of management, marketing, accounting, and operations management. Credit may not be received for both BUS 330 and CIS 250.  
*Prerequisites: BUS 202 and 300, MATH 200*

**BUS 340**  
**Management Science**  
3 Credits  
F, S

Essential quantitative techniques and their use in business decision-making. Techniques covered include decision analysis, forecasting, linear programming, project scheduling, inventory cost minimization, and queuing analysis. Emphasis is on the practical application of these techniques to production and operations management and other business problems.  
*Prerequisite: BUS 300 and MATH 200, or permission of the instructor*

**BUS 345**  
**Supply Chain Management**  
3 Credits  
I

Provides an understanding of supply chain management processes as they apply to both service and manufacturing organizations. Special consideration is given to identifying ways in which the strategic use of supply chain management can create competitive advantages for firms. Topics covered include logistics, inventory management, sales and operations planning, sourcing and purchasing processes, materials planning, TQM, JIT, lean processes, and technology-enhanced supply chain processes. This course requires travel throughout the Shenandoah Valley to participate in plant tours and other field experiences.  
*Prerequisite: BUS 330, BUS 340, and Junior or Senior status or permission of instructor*

**BUS 350**  
**Business Law**  
3 Credits  
F, S

The U.S. legal and regulatory environment, including the sources of law; the resolution of disputes; the Uniform Commercial Code; the laws of torts, contracts, agency, partnerships, corporations, employment, and equal opportunity; and laws regulating competition.  
*Prerequisite: ENG 101, ENG 102*

**BUS 371, 372**  
**Intermediate Accounting I, II**  
3 Credits each  
F, S

A two-course sequence providing an in-depth exploration of financial accounting issues. BUS 371 focuses on accounting theory, accounting’s conceptual framework, the development of generally accepted accounting principles (GAAP), and how GAAP is applied in preparing income statements, balance sheets, and statements of
cash flow. BUS 372 focuses on financial reporting issues related to the time value of money, current and noncurrent liabilities, leases, deferred income taxes, pensions and post-retirement liabilities, stockholders’ equity, earnings per share, accounting changes, correcting accounting errors, and statements of cash flows.

Prerequisite for BUS 371: BUS 202
Prerequisite for BUS 372: BUS 371

BUS 375  Financial Statement Analysis  3 Credits  I
Integrates concepts from introductory accounting, finance, and economics to focus on effective analysis of financial statements. Students will use analytical tools for assessing relative operating and financial performance, making judgments about earnings quality, and developing alternate approaches to valuation.

Prerequisite: BUS 202 and at least concurrent enrollment in BUS 320 or BUS 371.

BUS 381  Federal Tax Accounting I  3 Credits  F
This course provides students with an introduction to the federal tax structure, with emphasis on accounting for personal income taxes, including preparation of individual income tax return. Course emphasis is placed on working with tax law, determining personal and dependency exemptions, gross income, deductions, losses, depreciation, and tax credits.

Prerequisites: BUS 202

BUS 382  Federal Tax Accounting II  3 Credits  S
This course is a continuation of BUS 381 with emphasis on accounting for and preparing corporate, partnership, gift, estate, and trust returns. Course highlights include focus on corporate operating rules, organization, capital structure, distributions, S Corporation limitations, exempt entities, and tax administration and practice.

Prerequisites: BUS 381 or permission of the instructor.

BUS 385  Cost Accounting  3 Credits  F
Preparation and utilization of financial information for internal management purposes with an emphasis placed on cost behavior, cost determination, and the development of information for planning and control purposes.

Prerequisites: BUS 202, MATH 200

BUS 400  Advanced Accounting  3 Credits  F
Accounting for partnerships, business combinations, state and local governments, private not-for-profit organizations and other selected topics.

Prerequisite: BUS 372 or permission of the instructor

BUS 405  Auditing  3 Credits  S
Theory and practice of auditing: the techniques, standards, legal environment, and ethics of the public accounting profession. Emphasis is placed on the study of internal controls, and compliance and substantive tests of functional cycles within the firm, audit reports, accounting and review services, and other attestation services.

Prerequisites: BUS 372, BUS 385

BUS 412  Professional Selling  3 Credits  S
A course designed to develop student interaction skills and strategies relating to the personal selling of products and services. Emphasis on business-to-business selling strategies, but these skills are also very applicable to retail selling and also beneficial in enhancing skills needed to selling personal ideas within the workplace or the community at large.

Prerequisite: BUS 310 or permission of the instructor

BUS 414  Consumer Behavior  3 Credits  F
A detailed study of the purchasing patterns and habits of consumers, this course increases student understanding of how businesses develop plans to appeal to recognized consumer characteristics.
Emphasis is placed on field observations in the retail environment.
Prerequisite: BUS 310 or permission of the instructor

BUS 416 Advertising and Related Communications 3 Credits  S

A study of the many varieties of non-personal ways an organization communicates with customers and other stakeholder groups. Primary emphasis is placed on traditional paid media. New Internet options also are reviewed, along with alternative vehicles such as brochures, direct mail and point-of-sale contacts. Student review of the planning, design, and production of various sample communications is an essential part of the learning process.
Prerequisite: BUS 310 or permission of the instructor

BUS 418 Issues in Marketing 3 Credits  S

This is the capstone course in the marketing concentration. It synthesizes the learning from prior marketing classes and introduces issues not covered in other classes, including marketing strategy, international marketing, direct marketing, services marketing and retailing. Much of the class revolves around the reading and discussion of recent articles in academic and professional marketing journals.
Prerequisite: Senior standing in the Marketing concentration or permission of the instructor

BUS 420 Human Resource Management 3 Credits  F,S

Personnel administration from a managerial perspective, including recruitment, training and development, performance appraisal, compensation and motivation, employee/management relations, and various legal and regulatory issues.
Prerequisite: BUS 300

BUS 422 Entrepreneurship 3 Credits  S

Entrepreneurship in the American free enterprise system. The course focuses on assessing new ventures, developing business plans, financing enterprises, reviewing legal aspects of new businesses and managing innovation in a growth atmosphere. The course includes group exercises that give the students a clinical experience in the creation of a growth-oriented new business venture.
Prerequisites: BUS 202, BUS 300

BUS 430 Investments 3 Credits  F

An introduction to security selection and portfolio management in efficient markets in a global environment, including the theoretical and practical aspects of asset allocation and stock and bond valuation.
Prerequisite: BUS 202 or permission of the instructor

BUS 438 Issues in Finance 3 Credits  S

An advanced course in managerial finance emphasizing such strategic issues as capital budgeting, the cost of capital, capital structure, dividend policy, and debt and equity financing. Case studies are used to develop analytical skills and enhance student understanding of the practical application of financial theory.
Prerequisite: BUS 320

BUS 460 Issues in Organization Management 3 Credits  S

A senior seminar designed to help students integrate the knowledge and skills acquired from other courses required for the concentration in Organization Management. The course consists primarily of class discussions of team-prepared case studies.
Prerequisite: senior standing in the Organization Management concentration or permission of the instructor

BUS 465 Issues in International Commerce 3 Credits

A senior seminar for the International Commerce concentration. Topics include the cross-country effects of monetary and commercial policy, country risk analysis, and cross-cultural human
resource management.
Prerequisite: Senior standing in the International Commerce concentration or permission of the instructor
Offered on Demand

BUS 478 Business Policy
3 Credits  F, S

The relationship between theory, problem analysis, and strategy formulation, implementation, and execution with application to selected business cases. Integrates the functions of marketing, finance, and production, considering interpersonal issues and the social, political, legal, and ethical environment.
Prerequisites: BUS 300, 310, 320, 330, 340, 350, and senior standing or permission of the instructor

BUS 480 Internship
3 Credits  F, I, S

BUS 490, 491 Independent Study
3 Credits  F, I, S

BUS 500 Honors Project
3 Credits  F, I, S
Bridgewater College provides a state-approved program for the preparation of elementary and secondary teachers. Students who successfully complete this program and pass the Praxis and other required tests receive certification in Virginia and may receive initial certification to teach in many other states through reciprocal certification contracts. However, it is important to contact the receiving state(s) to determine if other testing and ancillary requirements (e.g., a specific content course) are necessary.

The elementary education program prepares the student to teach in preK-6 (Prekindergarten through Grade 6). The secondary education program prepares students to teach in the content areas in Grades 6-12. Art, Music, Health and Physical Education, and Foreign Language endorsements prepare students to teach in Grades preK-12. Algebra, Driver Education, and English as a Second Language (ESL) are available as add-on endorsements.

Admission to the Teacher Education Program

Students who already hold a bachelor’s degree and are seeking to fulfill requirements for certification and licensure must adhere to the same requirements as degree-seeking students. Students pursuing teacher licensure may not be enrolled in any Education courses, except the following, until they have been admitted to the Teacher Education Program: EDUC 140: Introduction to Foundations of American Education and EDUC 200: Psychology of Education and Development.

Requirements for the interview for admission to the Bridgewater College Teacher Education Program include the following:

1. Achieve an overall grade point average of 2.5 or better;
2. Pass all three parts of the PRAXIS I or meet the composite score of 532 or be exempted based on SAT or ACT scores;
3. Complete an application for admission to the Teacher Education Program;
4. Receive positive recommendations from faculty, the Dean of Students, and others;
5. Verify previous work or volunteer experience with youth;
6. Be interviewed and recommended for admission by a departmental faculty member; and
7. Be approved by the department chair.

Technology Competencies

Students seeking certification to teach are required to meet all minimum technology competencies identified by the Virginia Department of Education. All courses in the Education Department emphasize the use of instructional technology in preparing teachers for today’s schools. Students must satisfy these competencies by placing out of CIS 103 or completing CIS 103 with a grade of “C” or higher.

Elementary Education (PreK-6)

Students seeking licensure to teach in the elementary schools are strongly encouraged to choose the Liberal Studies major. This will ensure that the student has met the state competencies as listed in the Virginia Licensure Regulations for School Personnel. Knowledge in
the core content areas of the Virginia Standards of Learning and the ability to teach these areas is required for today’s elementary teachers.

**LIBERAL STUDIES MAJOR**

Since the Liberal Studies major is linked to teacher licensure, all requirements (major and education courses) must be met prior to graduation. A student cannot graduate with this major and then return to complete student teaching. This major is available in either a B.A. or B.S. degree.

*The following courses are required for the Liberal Studies Major.*

See course description in appropriate department listings:

- **ENG 275** Grammar, Style, and Editing
- **ENG 300** Linguistics
- **ENG 310** Professional Writing
- **ENG 315** Teaching Writing
- **ENG 345** Literature for Children
- **MATH 105** Math Theory and Computation I
- **MATH 115** Math Theory and Computation II
- **MATH 200** Introduction to Statistics
- **HIST 201** History of the United States to 1877
- **HIST 302** The American Experience, 1877-Present
- **GEOG 340** Regional Geography
- **BIOL 100** The Nature of the Biological World
- **PHYS 110** Introductory Astronomy
- **PHYS 125** Concepts of Physics
- **CHEM 125** Fundamentals of Inorganic Chemistry
- **FCS 400** Child Growth and Development
- **FCS 408** Parent and Child Relationships (3)

**PROFESSIONAL EDUCATION COURSE REQUIREMENTS FOR TEACHER CANDIDATES**

The following courses are required of all teacher candidates in the Elementary and Secondary licensure programs. A grade of “C” or better in all education classes is required for teacher certification.

**EDUCATION CLASSES**

In addition to a major, the following are courses that will be taken dependent upon the licensure/certification one is seeking:

**ELEMENTARY (PreK-6) LICENSURE**

- **EDUC. 140** Introduction to Foundations of American Education
- **EDUC. 200** Psychology of Education and Development
- **EDUC. 215** The Exceptional Student in the Classroom
- **EDUC. 201** Field Experience I—Concurrent with Educ. 215
- **EDUC. 316** Strategies for Teach. Math. in Elem. Classroom
- **EDUC. 335** Foundations of Literacy Development
- **EDUC. 302** Field Experience II—Concurrent with Educ. 335
- **EDUC. 370** Classroom Management for the Elementary Classroom
- **EDUC. 303** Field Experience III—Concurrent with Educ. 370
- **EDUC. 380** Practicum in Current Teaching Techniques
- **EDUC. 406** Curr./Instruct. for Elem. Classroom—Semester before Student Teaching
- **EDUC. 450** Seminar in Special Topics—Semester before Student Teaching
- **EDUC. 470** Student Teaching
- **CIS 103** Introduction to Computing
- **GEOG. 340** Regional Geography
SECONDARY EDUCATION (6-12) LICENSURE

EDUC. 140 Introduction to Foundations of American Education
EDUC. 200 Psychology of Education and Development
EDUC. 215 The Exceptional Student in the Classroom
EDUC. 201 Field Experience I—Concurrent with Educ. 215
EDUC. 334 Literacy in the Content Area
EDUC. 302 Field Experience II—Concurrent with Educ. 334
EDUC. 370 Classroom Management for Secondary Classroom
EDUC. 303 Field Experience III—Concurrent with Educ. 370
EDUC. 380 Practicum in Current Teaching Techniques
EDUC. 412 Curr./Instruct. for Secondary Classroom—Semester before Student Teaching
EDUC. 450 Seminar in Special Topics—Semester before Student Teaching
EDUC. 470 Student Teaching
CIS 103 Introduction to Computing

ART EDUCATION LICENSURE (PreK-12)

The same education course sequence as for Secondary Licensure.

FOREIGN LANGUAGE EDUCATION LICENSURE (PreK-12)

The same education course sequence as for Secondary Licensure.

MUSIC EDUCATION (VOCAL AND INSTRUMENTAL) LICENSURE (PreK-12)

Refer to the Music Department Section of this catalog for the education course sequence.

HEALTH AND PHYSICAL EDUCATION LICENSURE (PreK-12)

The same education course sequence as for Secondary Licensure except EDUC 412. Also refer to the Health and Physical Education major in the Health and Exercise Science Department section of this catalog.

ADD-ON ENDORSEMENT OPTIONS TO THE INITIAL LICENSURE AREA:

Algebra I
Driver’s Education—Refer to the Health and Exercise Science Department section of this catalog.

English as a Second Language (ESL)—For the ESL add-on endorsement, the following courses are required in addition to the major and the education courses listed above. For the Liberal Studies majors this add-on endorsement requires only three (3) additional courses beyond the regular program.

COMM 100 Oral Communication
EDUC 334/302 Literacy in the Content Area
OR
EDUC 335/302 Foundations of Literacy Development
ENG 101 Effective Writing I
ENG 102 Effective Writing II
ENG 275 Grammar, Style, and Editing
ENG 300 Linguistics
ENG 310 Professional Writing OR
ENG 315 Teaching Writing
SOC 228 Racial and Ethnic Studies
SPAN/FREN 400 Foreign Language and ESL Teaching Proficiency
SPAN/FREN 6 credits

EDUCATION CURRICULUM

All students admitted to the Teacher Education Program must take required education courses outlined for their endorsement/program level. These courses have been designed to meet the professional competencies outlined in the Virginia
Department of Education Licensure Regulations for School Personnel and Technology Standards for Instructional Personnel guidelines, effective Sept. 21, 2007. Transfer students should meet with a member of the Education Department upon arrival at Bridgewater in order to plan their education course sequence.

Program Completion Requirements
After meeting all College requirements for graduation, the candidates must be program completers before the College can recommend them for licensure. In order to be considered a program completer, a student must have done the following:

1. Completed all professional education courses with a grade of “C” or higher.
2. Completed all field experiences and the 90-hour practicum with a grade of “C” or higher, and complete student teaching with a grade of “S”.
3. Completed the following courses with a grade of “C” or higher: ENG 101: Effective Writing I; ENG 102: Effective Writing II; MATH 105 and 115: Math Theory/Computations I and II or MATH 107: Quantitative Reasoning or MATH 110: College Algebra; and COMM 100: Oral Communication.
4. Successfully passed PRAXIS I and II.
5. Completed the Child Abuse module as required by the VDOE.
6. Successfully passed the Virginia Reading Assessment (only elementary licensure applicants).
7. Successfully passed the Virginia Communication and Literacy Assessment (VCLA).
8. Completed all requirements for the B.S. or the B.A. degree.
9. Maintained an overall GPA of 2.5 or higher.

COURSES

EDUC 140  Introduction to Foundations of American Education  
3 Credits  F, S
This course is designed to provide the student the means for a self-assessment of the motivation and preparation necessary for entering the teaching profession. The nature and purposes of education will be examined. Other topics that will be discussed include the historical and philosophical foundations of education, development of a beginning educational philosophy, diversity in the classroom, and an introduction to the social foundations of education. Articles on contemporary issues in education are read and discussed.

EDUC 200  Psychology of Education and Development  
3 Credits  F, S
This course surveys principles of development, learning, and evaluation as related to the educational process. Emphasis is placed on understanding the physical, social, emotional, and intellectual aspects of human development. Attention is given to individual differences, human diversity, and multicultural populations.

EDUC 201  Field Experience I  
1 Credit  F, S
This observation and participatory experience occurs in a local school system. Students will spend a minimum of 20 clock hours as an observer and/or assistant in the elementary, middle, or secondary school. In addition to the requirements of the corresponding education course, related readings, reflection, and a journal of the experience are included.

EDUC 215  The Exceptional Student in the Classroom  
3 Credits  F, S
This course explores the cognitive, affective, physical, behavioral, and academic needs of
students with high incidence disabilities: learning disabilities, mental retardation, or emotional/behavioral disorders. Course content includes legal, ethical, and social history of special education and inclusion; culturally responsive teaching; parental involvement; collaboration between general and special educators; multidisciplinary teams; instructional and assistive technologies for diverse learners; instructional, curricular, and environmental modifications that provide access to and success in the general education curriculum; and classroom practices that promote social integration of all students with disabilities.

Prerequisites: Admission to Teacher Education Program and EDUC 200 and concurrent enrollment in EDUC 201

EDUC 302  Field Experience II
1 Credit  F,S

This participatory experience occurs in a local school system. Students spend a minimum of 20 clock hours in the experience with a focus on literacy activities. Elementary placements include tutoring an emergent reader, analysis of reading assessments, and prescribed lesson plans. PK-12 and Secondary placements include middle and high school literacy activities in a variety of content areas. Journals and directed reflections are a part of the experience in addition to the requirements of EDUC 334 or EDUC 335.

Prerequisite: Admission to Teacher Education
Concurrent enrollment in EDUC 334 or EDUC 335

EDUC 303  Field Experience III
1 Credit  F,S

This observation and participatory experience occurs in a local school system. Students will spend a minimum of 20 clock hours as an observer and/or assistant in the elementary, middle, or secondary school. Related readings, reflection, and a journal of the experience are a part of this course in addition to the requirements of the corresponding education course.

Prerequisites: Admission to Teacher Education
Concurrent enrollment in EDUC 370

EDUC 304  Field Experience IV
1 Credit  F,S

This optional observation and participatory experience occurs in a local school system. Students will spend a minimum of 20 clock hours as an observer and/or assistant in the elementary, middle, or secondary school or in a related setting. Related readings, reflection, and a journal of the experience are a part of this course.

Prerequisite: Admission to Teacher Education

EDUC 316  Strategies for Teaching Mathematics in the Elementary Classroom
3 Credits  F,S

This course focuses on the emerging goals, principles, practices, and technologies of current mathematics education. Specific topics include curriculum, instructional materials, methodologies, assessment, diagnostic and remedial strategies, diverse populations, learning styles, and uses of technology. This course is required for PreK-6 certification only.

Prerequisite: Admission to Teacher Education

EDUC 334  Literacy in the Content Area
2 Credits  F,S

This course is designed to help acquaint prospective educators with literacy challenges in the content area. Course content includes strategies for teaching reading, writing, vocabulary development and study skills. In-class participation is an important part of the course. Not required for elementary education.

Prerequisites: Admission to Teacher Education
Concurrent enrollment in EDUC 302

EDUC 335  Foundations of Literacy Development
5 Credits  F,S

This is a content and methods course designed to give the prospective teacher the basic understanding and skills for teaching literacy. Emphasis is placed on the processes and development of reading, phonemic awareness and phonic analysis, spelling, orthographic patterns, writing and research; appreciation for and responding to lit-
erature and content area materials; informal and formal assessments and screening measures for language proficiency; and effective strategies for instructing the diverse learners including learning disabled, gifted/talented and ESL students. 

Prerequisites: Admission to Teacher Education. Concurrent enrollment in EDUC 302

EDUC 370  Classroom Management
3 Credits  F, S

This course is designed to help prospective teachers promote positive student behavior. Emphasis is placed on the selection of strategies, procedures, and possible actions that enhance classroom organization and management, which will prevent or reduce inappropriate behaviors in the classroom.

Prerequisites: Admission to Teacher Education
Concurrent enrollment in EDUC 302

EDUC 380  Practicum in Current Teaching Techniques
3 Credits  I, Sum

This course is designed to provide the prospective teacher with an intensive three-week experience of total immersion into the school environment. Emphasis is placed on observation skills, modeling of desired teacher behaviors, and the development of two lesson presentations. Collaborative assignments within school-based teams will be encouraged.

Prerequisite: Admission to Teacher Education

EDUC 406  Curriculum and Instruction for the Elementary Classroom
3 Credits  F, S

This course is designed to address theory and practice related to curriculum development and instructional strategies appropriate for the preK-6 classroom. The course emphasizes appropriate lesson planning to meet the needs of all learners. Particular attention is given to social studies and science instruction based on Virginia Standards of Learning. The course is taken in the semester immediately preceding student teaching.

Prerequisite: Admission to Teacher Education

EDUC 412  Curriculum and Instruction for the Secondary Classroom
3 Credits  F

This is a course designed to address instructional practice, management, and evaluation appropriate for the secondary classroom. Organizational techniques and effective teaching methods and strategies are discussed to ensure the teaching of the content area standards of the secondary Virginia Standards of Learning. Strategies in using educational technology as well as working with ESL students are included in this course. This course is taken in the semester immediately preceding student teaching.

Prerequisite: Admission to Teacher Education

EDUC 450  Seminar in Special Topics
1 Credit  F, S

This course is designed to be taught in seminar style focusing on the school issues of governance, funding, and law. Emphasis is also on completing a detailed education philosophy and an INTASC portfolio.

Prerequisite: Admission to Teacher Education Program; taken in the semester before student teaching

EDUC 470  Professional Student Teaching
13 Credits  F, S

This is the final field experience and involves instructional planning, observation, and teaching under the supervision of the classroom cooperating teacher and a college supervisor. Students are expected to assume complete responsibility for the classroom during the student teaching experience and engage in all activities related to teaching in the school community. This is a full semester experience.

EDUC 480  Internship
3 Credits  F, I, S

EDUC 490  Independent Study
3 Credits  F, I, S

EDUC 491  Research
3 Credits  F, I, S
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<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Term(s)</th>
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<tbody>
<tr>
<td>EDUC 500</td>
<td>Honors Project</td>
<td>3</td>
<td>F, I, S</td>
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**RELATED COURSES:**

**SPECIAL EDUCATION**

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<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Term(s)</th>
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<tbody>
<tr>
<td>SPED 222</td>
<td>Characteristics of Students with Learning Disabilities</td>
<td>2</td>
<td>F</td>
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<td></td>
<td>This course is designed for the elementary, 6-12, and PreK-12 students who elect to have more experience in working with students with learning disabilities. It addresses the theories, characteristics, etiology, and needs of students with specific learning disabilities. These include related disabilities such as Attention Deficit Disorder; specific age-span/development issues; cognitive functioning including intelligence, perception, neurobiology, linguistics, memory and thinking; levels of severity; multi-cultural influences; social/emotional aspects including juvenile delinquency issues; and medical, nutritional, and genetic topics. <strong>Prerequisite:</strong> Admission to Teacher Education Program; EDUC 140; EDUC 200; EDUC 215; EDUC 201</td>
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<tr>
<td>SPED 323</td>
<td>American Sign Language</td>
<td>3</td>
<td>F</td>
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<td></td>
<td>This course introduces the fundamental elements of American Sign Language. Emphasis is placed on the development of basic expressive and receptive skills. This course is not a part of the teacher education licensure program. <strong>No prerequisites. Open to all students.</strong></td>
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<tr>
<td>SPED 324</td>
<td>Intermediate Sign Language</td>
<td>3</td>
<td>S</td>
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<td></td>
<td>This course is an extension of the introductory course. This course is not a part of the teacher education licensure program. <strong>Prerequisite:</strong> SPED 323</td>
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APPENDIX B - Title II Report for 2005/2006
NAME OF INSTITUTION
Bridgewater College

RESPONDENT NAME
David E. Coffman

RESPONDENT TITLE
Chair of the Education Department

ADDRESS
Box 15, 402 East College Street, Bridgewater, VA 22812

TELEPHONE NUMBER
540-828-5352

FAX NUMBER
540-828-5747

ELECTRONIC MAIL ADDRESS
doffman@bridgewater.edu

I certify that to the best of my knowledge, the information in this report is accurate and complete. I understand that all or part of this information will be included in the Virginia Department of Education’s Title II State Report.

Signature
David E. Coffman

Name Typed or Printed
1. Please provide a brief statement describing your institution that documents high quality programs that are collaboratively designed and based on identified needs of the preK-12 community. Include a statement of the program philosophy, purpose, and goals.

Bridgewater College, a private liberal arts four-year institution associated with the Church of the Brethren, strives to be an academic community with a distinctively Christian atmosphere and a wholesome balance of learning, service, and leisure. Developing the total person is taken seriously at Bridgewater College. The Mission Statement focuses on equipping students to become leaders who live ethical, healthy, useful, and fulfilling lives with a strong sense of personal accountability and civic responsibility. This mission is carried out in a learning community with Christian values and high standards of integrity and excellence, affirming and challenging each member. On the premise that recognition of one’s capabilities is the beginning of wisdom, Bridgewater College offers a liberal arts education designed to help the student gain as complete a self-understanding as possible. The emphasis on ethical and spiritual values in educational programs is seen through course offerings and convocation programs that encourage personal integrity and strong social consciousness. To further enrich the cultural life of its student body, Bridgewater College became a charter member of Brethren Colleges Abroad (BCA), which allowed students to spend all or part of their junior year studying abroad.

The Teacher Education Program builds upon the mission of Bridgewater College by providing a curriculum in which future educators are given opportunities to become competent, caring, and highly qualified teachers. Numerous field placements in public schools enable our students to reflect on and apply the pedagogical concepts and strategies introduced in College classes. Graduates will utilize pedagogical principles, content knowledge, awareness of diversity, and technology to enhance instruction for all learners demonstrating the recursive relationship between and among standards, instruction, and assessment. The Teacher Education Program provides a foundation for learning that enables future teachers to become instructional leaders.

The Teacher Education Program promotes the following claims for our graduates:

- Graduates know the subject matter they are licensed to teach and plan instruction aligned with the Virginia Standards of Learning (SOLs).
- Graduates are competent to teach the subject matter knowledge in their certification subject/level.
- Graduates use teaching methods, learning activities, instructional materials, and other resources that make content comprehensible to diverse learners.

In order to make these claims, the Teacher Education Program at Bridgewater College strives to prepare students to be leaders in the classroom, effective
practitioners in their particular fields, and lifelong learners for their personal and professional growth. To this end, the College and the Teacher Education Program seek to prepare prospective teachers, each of whom will be able to demonstrate the following competencies relating to Content, Communication, Management, Assessment, and Pedagogy (CCMAP):

Knowledge of the facts, understandings and concepts of the disciplines they will be expected to teach.
Appropriate skills of written and oral communication with students, parents and colleagues including respectful and informed communication across cultures and ethnicities.
Effective and efficient management of time, space and resources including planning and organization of classrooms, lessons, and classroom behaviors.
Knowledge about and effective use of a variety of formal and informal, formative and summative assessments.
Appropriate instructional strategies (including use of educational technologies), presentation skills, and understanding of the complex role of a teacher in the teaching/learning process.

The Teacher Education Program Conceptual Framework builds upon the mission of Bridgewater College and is supported by three pillars. The first pillar is the Christian atmosphere that grew from the basic beliefs of the Church of the Brethren; the second pillar is the education and the development of each student as a whole person; and the third pillar is composed of each student’s classroom field experiences and introspective resilience as proposed by Donald Schon (1983) in The Reflective Practitioner. The content of the Teacher Education Program is reflective of the Conceptual Framework.

Each candidate must fulfill the College general education requirements, the requirements for content majors, and the approved sequence of professional education courses for the certification level being sought. In order for this to be accomplished within a four-year timeframe, there must be cohesion among the general, content, and professional educational courses. Very few of our pre-service teacher candidates do not finish the expected four-year sequence.

2. **List types of national accreditation or a process prescribed by the Board of Education.**

The Bridgewater College Teacher Education Program is one of 37 programs within the state of Virginia that has been given state approval. The approved program process permits institutions of higher education to share the responsibility for licensing their teacher education graduates with the Virginia Department of Education. It also provides a basis for reciprocity with other states. The Virginia Board of Education adopted revised Regulations Governing Approved Programs for Virginia Institutions of Higher Education. Bridgewater had a site visit by a State Review Team during the fall of the 2005 academic year and met all standards. Bridgewater College and its Teacher Education program
are also regionally accredited by the Southern Association of Colleges and Schools.

3. **List requirements for professional content assessments for licensure prescribed by the Board of Education (such as Praxis II, Virginia Communication and Literacy Assessment -VCLA, or Virginia Reading Assessment -VRA.)**

Candidates seeking teacher licensure may choose any Arts and Sciences major offered by the College, with the exception of business and health and physical education, for elementary and special education licensure. Upon satisfaction of all major and general education requirements as set forth in the *College Catalog*, the student will receive either the Bachelor of Arts or the Bachelor of Science degree. Those students seeking Elementary certification or Special Education certification may choose a major in Liberal Studies. Requirements for all majors are detailed in the *College Catalog*.

Those candidates seeking licensure for pK-12 certifications or 6-12 certifications may choose a major only in those approved programs offered. Upon satisfaction of all major and general education requirements as set forth in the *College Catalog*, the student will receive either the Bachelor of Arts or the Bachelor of Science degree. Requirements for all majors are detailed in the *College Catalog*.

After meeting all requirements for graduation, the candidates must be program completers before the College can recommend them for licensure. In order to be considered a program completer, a student must have done the following:

- Completed all professional education courses with a grade of “C” or higher
- Completed all field experiences and the 90-hour practicum with a grade of “C” or higher, and complete student teaching with a grade of “S”
- Completed all core skills courses for freshmen with a grade of “C” or higher
- Successfully passed Praxis I and Praxis II at the recommended Virginia cut scores or above
- Completed the Child Abuse Module as required by the VDOE
- Completed the Virginia Reading Assessment (only elementary and special education licensure applicants)
- Successfully passed the Virginia Communication and Literacy Assessment at the recommended Virginia cut score or above
- Maintained an overall GPA of 2.5 or higher
4. **List requirements for assessment of basic skills for individuals seeking entry into an approved education preparation program. Include a description of tutorial assistance.**

To be considered for entry into our Teacher Education Program, a student must:

- Complete an application to the Program.
- Pass Praxis I at the recommended Virginia cut score or above or meet Virginia’s waiver requirement based on SAT or ACT scores or meet Virginia’s composite Praxis I score.
- Achieve a minimum 2.5 GPA.
- Maintain a grade of “C” or better in all professional education and College core skills courses prior to application.

Candidates who are not making satisfactory progress in a particular teacher education class meet with their instructor to discuss ways to improve. Any Liberal Studies major candidate will meet with their advisor who is a member of the Education Department faculty. Program faculty are invited at a designated time during education departmental faculty meetings to raise concerns regarding any student and their progress. This formalizes the practice of sharing problems and solutions so that all departmental faculty members are responsible for all students. Praxis I help is given to those who were enrolled in EDUC 100 in the past, and those enrolled in EDUC 140 will be given opportunities to practice the skills tested in Praxis I. All students have the opportunity to use the Plato Web Learning Network. Education faculty members are assigned as the contact person for those candidates wishing to have additional assistance in Praxis I and Praxis II. Candidates needing additional assistance with writing skills are referred to the College's Writing Center. Also, tutors are available through the Academic Support Center. The Department provides Praxis I and Praxis II tutorial books for the students' use. These books are on reserve at the Alexander Mack Memorial Library.

5. **List requirements for structured and integrated field experiences to include student teaching requirements. Include a description of participation in diverse educational environments and evidence of required clock hours for initial and advanced programs.**

An important part of the Teacher Education Program involves field placements in public schools, which begin early in the student’s program. These field experiences are numbered EDUC 201, EDUC 302, and EDUC 303. Each of these 20-hour courses is taken concurrently with a specified professional education course. EDUC 380 is a stand-alone 3-hour credit course that is taken during the Interterm or the first session of Summer School. Students may choose to take EDUC 304, which is an optional field experience. Field experience placements are made through collaboration with the MidValley Consortium and the Rockingham County Partnership Agreement. Students must complete 150-160 field experience hours before student teaching.
<table>
<thead>
<tr>
<th>Field Experience Course</th>
<th>Taken with …</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 201</td>
<td>EDUC 215 Exceptional Student</td>
</tr>
<tr>
<td>EDUC 302/SPED 302</td>
<td>EDUC 334/EDUC 335/SPED 335 Content Area Literacy/Foundations of Literacy Development</td>
</tr>
<tr>
<td>EDUC 303/SPED 303</td>
<td>EDUC 370/SPED 370 Classroom Management/Special Education Classroom Management</td>
</tr>
<tr>
<td>EDUC 304</td>
<td>Optional Course; taken independently</td>
</tr>
<tr>
<td>EDUC 380</td>
<td>Practicum in Current Teaching Techniques Field Experience is included as part of course</td>
</tr>
</tbody>
</table>

Each content course has more specific objectives relating to field experiences, but the general objectives for the three field experiences are to:

- Experience the routines, standards, and expectations of the classroom setting.
- Observe the role and the responsibilities of the teacher.
- Observe the various teaching methods used in the classroom.
- Increase the understanding of application as it relates to theory.
- Become an active participant in the classroom setting.
- Interact with parents.

In EDUC 380, the student will:

- Participate in the life of the school while observing school expectations and the learning environment.
- Continue to develop a philosophy of education that reflects his/her style and best teaching practices.
- Continue to develop an understanding of the whole child while working to meet the needs of all students, including those with diverse needs.
- Identify and continue to develop classroom management techniques in preparation for the student teaching experience.
- Plan, create, and teach SOL-based lesson plans and reflect on their effectiveness, analyzing one’s instructional methods and style.
- Use technology to develop and deliver instruction.

6. Describe current partnerships and collaborations with prek-12 schools and school divisions based on their identified needs. Include evidence that school leadership program, if applicable, collaborates with partnering schools to meet local needs.

The College is a member of the MidValley Teacher Education Consortium (MidValley Consortium), which includes seven local school divisions and three other colleges or universities with teacher education programs. At present, the Education Department Chair is on the executive committee of the MidValley Consortium. The consortium conducts a 2-day training session for approximately
40 teachers twice a year. The participants are classroom teachers with a minimum of three years of teaching experience and are nominated by their respective school divisions to become clinical faculty (cooperating teachers who receive special training). Refresher workshops are conducted at least three times per year for previously trained clinical faculty. The Education Department Chair is always involved in the planning and conducting of the training sessions and refresher workshops.

In addition, a formal partnership has been established with Rockingham County Public Schools to ensure a more systematic collaboration to the mutual benefit of the Program, the prospective teachers, and students and teachers in Rockingham County.

7. Briefly describe clinical faculty/mentoring programs at your institution.

Bridgewater College, as a member of the Mid-Valley Consortium for Teacher Education, has been involved in training and mentoring Clinical Faculty since 1989. Over 1000 teachers have been trained, using excellent training modules and co-teaching methods. The Consortium currently has an active data base of approximately 680 clinical faculty members. In addition, we assess the progress of our graduates in their first year of teaching by surveying them and their employing principals in regard to our program’s strengths or areas needing attention. Their constructive comments become the basis for future program changes. We also hold informal conversations with nearby administrators regarding newly hired graduates as we supervise field experiences in their school buildings.

8. Briefly describe qualifications of full-time and part-time professional education faculty, including school and adjunct faculty.

Bridgewater College recruits, hires, and retains a highly qualified teacher education faculty. Four of the five full-time faculty members have earned doctorates in education, and one full-time faculty member is completing final coursework in preparation to begin her research for her doctorate with anticipated completion by 2006. Full-time faculty members have extensive experience in the public schools. In the past, adjunct faculty members who have experience in the public schools and who possess earned doctorates have been hired to teach EDUC 200: Developmental Psychology for the Classroom. Each adjunct faculty member who has taught EDUC 316: Strategies for Teaching Mathematics in the Elementary Classroom and SPED 323 and 324: Beginning and Intermediate American Sign Language has a Master's degree and teaching experience in the particular field of expertise.
9. Please provide the following information for the 2005-2006 academic year:

<table>
<thead>
<tr>
<th>(Column 1)</th>
<th>(Column 2) GENDER</th>
<th>(Column 3) RACE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Female</td>
<td>Male</td>
</tr>
<tr>
<td>Total Number of Program Completers</td>
<td>48</td>
<td>42</td>
</tr>
</tbody>
</table>
10. Please indicate the number of candidates enrolled in a program, the number of program completers, and the number of candidates exiting a program by endorsement area for the 2005-2006 academic year.

<table>
<thead>
<tr>
<th>Teacher Preparation Endorsement Programs</th>
<th>Number of Candidates enrolled in a program</th>
<th>*Number of candidates completing a program</th>
<th>**Number of candidates exiting a program</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary/Primary preK-3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elementary education preK-6</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Middle Education 6-8</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Adult Education</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Adult English as a second language (add-on endorsement)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Art preK-12</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Computer science</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dance preK-12</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Driver education (add-on endorsement)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>English</td>
<td>2</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>English as a second language preK-12</td>
<td>1</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Foreign language preK-12: French</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Foreign language pre-K-12</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gifted education (add-on endorsement)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Health and physical education preK-12</td>
<td>2</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>History and social science</td>
<td>5</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>Journalism (ad-on endorsement)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Keyboarding (add-on endorsement)</td>
<td></td>
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</tr>
<tr>
<td>Library media preK-12</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mathematics</td>
<td>1</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Mathematics – algebra I (add-on endorsement)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Music education-instrumental preK-12</td>
<td>1</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Music education-vocal/choral preK-12</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Science-biology</td>
<td>1</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Science-chemistry</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Science-earth science</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Science-physics</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Special education: early childhood (birth – age 5)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Special education: hearing impairments preK-12</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Special education: emotional disturbance K-12</td>
<td>6</td>
<td>6</td>
<td>0</td>
</tr>
<tr>
<td>Special education: learning disabilities K-12</td>
<td>8</td>
<td>8</td>
<td>0</td>
</tr>
<tr>
<td>Special education: mental retardation K-12</td>
<td>9</td>
<td>9</td>
<td>0</td>
</tr>
<tr>
<td>Special education: severe disabilities K-12</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Special education: speech/language disorders preK-12</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Special education: visual impairments preK-12</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Speech communication (add-on endorsement)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Theatre arts preK-12</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
# Teacher Preparation Endorsement Programs

<table>
<thead>
<tr>
<th>Teacher Preparation Endorsement Programs</th>
<th>Number of Candidates enrolled in a program</th>
<th>*Number of candidates completing a program</th>
<th>**Number of candidates exiting a program</th>
</tr>
</thead>
<tbody>
<tr>
<td>Career and technical education: agricultural education</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Career and technical education: business education</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Career and technical education: health occupations education</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Career and technical education: industrial cooperative training (add-on endorsement)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Career and technical education: marketing education</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Career and technical education: technology education</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Career and technical education: trade and industrial education</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Career and technical education: vocational special needs (add-on endorsement)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Career and technical education: family and consumer sciences</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Number of candidates completing a program by completing (1) all required course work, (2) required assessments for licensure, and (3) supervised field experiences, including student teaching.

** Number of candidates exiting a program by completing all required course work, regardless of whether the individuals attempted, passed or failed required assessments but did not complete supervised field experiences, including student teaching.

11. Please provide the number of program completers for the 2005-2006 academic year in the following programs:

<table>
<thead>
<tr>
<th>Area Completed Program</th>
<th>Number of Program Completers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administration and Supervision</td>
<td>0</td>
</tr>
<tr>
<td>Reading Specialist</td>
<td>0</td>
</tr>
<tr>
<td>School Counselor</td>
<td>0</td>
</tr>
<tr>
<td>School Psychology</td>
<td>0</td>
</tr>
<tr>
<td>School Social Worker</td>
<td>0</td>
</tr>
</tbody>
</table>
12. Please indicate the number of program completers who passed Praxis I assessment through an alternate method (i.e., SAT, ACT, Praxis I Composite Score). 26

Include number taking assessment (by test areas), number passing assessment, and percentage passing test, as appropriate.

Praxis I Reading – 48 – 100%
Praxis I Writing – 48 – 100%
Praxis I Math – 48 – 100%

Return Appendix C and Supplemental Data Form by Monday, April 9, 2007 to:

Dr. JoAnne Y. Carver
Director of Teacher Education
Virginia Department of Education
P.O. Box. 2120
Richmond, VA 23218-2120

Please e-mail a copy of the completed form to:

JoAnne.Carver@doe.virginia.gov

Thank you for your cooperation. You are very much appreciated!
APPENDIX C
Institutional Survey
For Use in Preparing the Institutional Report

Office of Postsecondary Education
U.S. Department of Education

Annual Institutional Questionnaire on Teacher Preparation: Academic year: 2005-2006

Institution name: Bridgewater College
Respondent name and title: David E. Coffman, Chair, Education Department
Respondent phone number: 540-828-3238 Fax: 540-828-5747
Electronic mail address: dcoffman@bridgewater.edu
Address: Box 15, 402 East College Street
City: Bridgewater State: VA ZIP Code: 22812

Section 207 of Title II of the Higher Education Act mandates that the Department of Education collect data on state assessments, other requirements, and standards for teacher certification and licensure, as well as data on the performance of teacher preparation programs. The law requires the Secretary to use these data in submitting an annual report on the quality of teacher preparation to the Congress. The first Secretarial report is due April 7, 2002. Annual state reports to the Secretary are first due on October 7, 2001. Data from institutions with teacher preparation programs are due to states annually, beginning April 7, 2001, for use by states in preparing annual report cards to the Secretary.

Paperwork Burden Statement
This is a required data collection. Response is not voluntary. According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1840-0744 (expiration date: 6/30/2009). The time required for institutions to complete this information collection is estimated to average 69 hours per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to: U.S. Department of Education, Washington, DC 20202-4651. If you have comments or concerns regarding the status of your individual submission of this form, write directly to: Assistant Secretary, Office of Postsecondary Education, U.S. Department of Education, 1990 K Street, NW, Room 7115, Washington, DC 20006.

Note: The procedures for developing the information required for these tables are explained in the Higher Education Act, Title II: Reporting Reference and User Manual. Terms and phrases in this questionnaire are defined in the glossary, appendix B of the manual.

Section I. Pass rates.

Please provide the information in the attached Institutional Report Tables C1, C2, C1a and C2a on the performance of completers of the teacher preparation program in your institution on teacher certification/licensure assessments used by your state. This information will be provided to your institution by the state or the testing company.
Table C1: Single-Assessment Institution-Level Pass-rate Data: Regular Teacher Preparation Program, 2005-2006

<table>
<thead>
<tr>
<th>Type of Assessment</th>
<th>Assessment Code Number</th>
<th># taking assess.</th>
<th># passing assess.</th>
<th>Instit. pass rate</th>
<th>Statewide pass rate</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Basic Skills</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PPST Reading</td>
<td>710</td>
<td>34</td>
<td>34</td>
<td>100%</td>
<td>99%</td>
</tr>
<tr>
<td>PPST Writing</td>
<td>720</td>
<td>34</td>
<td>34</td>
<td>100%</td>
<td>99%</td>
</tr>
<tr>
<td>PPST Mathematics</td>
<td>730</td>
<td>33</td>
<td>33</td>
<td>100%</td>
<td>99%</td>
</tr>
<tr>
<td>Computerized PPST Reading</td>
<td>5710</td>
<td>13</td>
<td>13</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>Computerized PPST Writing</td>
<td>5720</td>
<td>13</td>
<td>13</td>
<td>100%</td>
<td>99%</td>
</tr>
<tr>
<td>Computerized PPST Mathematics</td>
<td>5730</td>
<td>14</td>
<td>14</td>
<td>100%</td>
<td>99%</td>
</tr>
<tr>
<td><strong>Academic Content Areas (math, English, biology, etc.)</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Eng Lang Lit Comp Content Knowledge</td>
<td>041</td>
<td>2</td>
<td>2</td>
<td>100%</td>
<td>99%</td>
</tr>
<tr>
<td>Mathematics: Content Knowledge</td>
<td>061</td>
<td>1</td>
<td>1</td>
<td>100%</td>
<td>95%</td>
</tr>
<tr>
<td>Social Studies: Content Knowledge</td>
<td>081</td>
<td>5</td>
<td>4</td>
<td>80%</td>
<td>97%</td>
</tr>
<tr>
<td>Music: Content Knowledge</td>
<td>113</td>
<td>1</td>
<td>1</td>
<td>100%</td>
<td>96%</td>
</tr>
<tr>
<td>French Content Knowledge</td>
<td>173</td>
<td>1</td>
<td>0</td>
<td>0%</td>
<td>90%</td>
</tr>
<tr>
<td>Biology Content Knowledge</td>
<td>235</td>
<td>1</td>
<td>1</td>
<td>100%</td>
<td>98%</td>
</tr>
<tr>
<td><strong>Other Content Areas (elementary education, career/technical education, health education, etc.)</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elementary Ed Content Knowledge</td>
<td>014</td>
<td>25</td>
<td>25</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>Health &amp; PE: Content Knowledge</td>
<td>856</td>
<td>2</td>
<td>2</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td><strong>Teaching Special Populations (special education, ESL etc.)</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Special Education (NO TEST)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>9</td>
</tr>
</tbody>
</table>
Table C2: Aggregate And Summary Institution-Level Pass-rate Data: Regular Teacher Preparation Program, 2005-2006

| Institution Name: Bridgewater College | | | |
| Academic year: 2005-2006 | | | |
| Total number of program completers: 47 | | | |

<table>
<thead>
<tr>
<th>Type of Assessment</th>
<th># taking assess</th>
<th># passing assess</th>
<th>Institut. pass rate</th>
<th>Statewide pass rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aggregate: Basic Skills*</td>
<td>47</td>
<td>47</td>
<td>100%</td>
<td>99%</td>
</tr>
<tr>
<td>Aggregate: Professional Knowledge*</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Aggregate: Academic Content Areas (math, English, biology etc.)*</td>
<td>11</td>
<td>9</td>
<td>82%</td>
<td>99%</td>
</tr>
<tr>
<td>Aggregate: Other Content Areas (elementary education, career/technical education, health education, etc.)*</td>
<td>27</td>
<td>27</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>Aggregate: Teaching Special Populations (special education, ESL,..)* Special Education NO TEST</td>
<td></td>
<td></td>
<td></td>
<td>9</td>
</tr>
<tr>
<td>Performance Assessments*</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Summary of Individual Assessments**

47 45 96% 98%

*Aggregate pass rate – Numerator: Number who passed all the tests they took in a category (and within their area of specialization). Denominator: Number of completers who took one or more test in a category (and within their area of specialization).

**Summary pass rate – Numerator: Number who passed all the tests they took within their area of specialization. Denominator: Number of completers who took one or more tests used by the state (and within their area of specialization).
Table C1a: Single-Assessment Institution-Level Pass-rate Data: Regular Teacher Preparation Program, 2002-2003 Third Year Cohort Update

Institution Name: Bridgewater College

Academic year: 2002-2003

Number of program completers: 42

<table>
<thead>
<tr>
<th>Type of Assessment</th>
<th>Assessment Code Number</th>
<th># taking assess.</th>
<th># passing assess.</th>
<th>Instit. pass rate</th>
<th>Statewide pass rate</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Basic Skills</strong></td>
<td></td>
<td></td>
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<tr>
<td>PPST Reading</td>
<td>710</td>
<td>24</td>
<td>20</td>
<td>83%</td>
<td>93%</td>
</tr>
<tr>
<td>CBT Reading</td>
<td>711</td>
<td>10</td>
<td>10</td>
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<td>97%</td>
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<tr>
<td>PPST Writing</td>
<td>720</td>
<td>23</td>
<td>18</td>
<td>78%</td>
<td>82%</td>
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<tr>
<td>CBT Writing</td>
<td>721</td>
<td>9</td>
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<td></td>
<td>83%</td>
</tr>
<tr>
<td>PPST Mathematics</td>
<td>730</td>
<td>25</td>
<td>21</td>
<td>84%</td>
<td>87%</td>
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<tr>
<td>CBT Mathematics</td>
<td>731</td>
<td>9</td>
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<td></td>
<td>90%</td>
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<tr>
<td>Computerized PPST Reading</td>
<td>5710</td>
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<td>89%</td>
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<td>Computerized PPST Writing</td>
<td>5720</td>
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<td>84%</td>
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<td>Computerized PPST Mathematics</td>
<td>5730</td>
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<td>85%</td>
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<td><strong>Academic Content Areas (math, English, biology etc.)</strong></td>
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<tr>
<td>Eng Lang Lit Comp Content Knowledge</td>
<td>041</td>
<td>3</td>
<td>3</td>
<td>100%</td>
<td>96%</td>
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<td>Mathematics: Content Knowledge</td>
<td>061</td>
<td>1</td>
<td>1</td>
<td>100%</td>
<td>91%</td>
</tr>
<tr>
<td>Social Studies: Content Knowledge</td>
<td>081</td>
<td>3</td>
<td>3</td>
<td>100%</td>
<td>99%</td>
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<tr>
<td>Music Content Knowledge</td>
<td>113</td>
<td>2</td>
<td>2</td>
<td>100%</td>
<td>93%</td>
</tr>
<tr>
<td>Art Content Knowledge</td>
<td>133</td>
<td>1</td>
<td>1</td>
<td>100%</td>
<td>100%</td>
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<tr>
<td>Biology Content Knowledge</td>
<td>235</td>
<td>1</td>
<td>1</td>
<td>100%</td>
<td>94%</td>
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<tr>
<td>Chemistry Content Knowledge</td>
<td>245</td>
<td>1</td>
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<td>100%</td>
<td>100%</td>
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<td><strong>Other Content Areas (elementary education, career/technical education, health education, etc.)</strong></td>
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<td>Elementary Ed Content Knowledge</td>
<td>014</td>
<td>16</td>
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<tr>
<td>Family &amp; Consumer Sciences</td>
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<td>3</td>
<td>3</td>
<td>100%</td>
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<tr>
<td>Health &amp; PE: CK</td>
<td>856</td>
<td>4</td>
<td>4</td>
<td>100%</td>
<td>98%</td>
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<tr>
<td><strong>Teaching Special Populations (special education, ESL etc.)</strong></td>
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<td></td>
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<td></td>
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<tr>
<td>Special Education (NO TEST)</td>
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<td>7</td>
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</table>

**Performance Assessments**
Table C2a: Aggregate And Summary Institution-Level Pass-rate Data: Regular Teacher Preparation Program, 2002-2003 Cohort Update

<table>
<thead>
<tr>
<th>Institution Name: Bridgewater College</th>
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<th></th>
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<tr>
<td>Academic year: 2002-2003</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total number of program completers: 42</td>
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<td></td>
<td></td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Type of Assessment</th>
<th># taking assess</th>
<th># passing assess</th>
<th>Institut. pass rate</th>
<th>Statewide pass rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aggregate: Basic Skills*</td>
<td>42</td>
<td>42</td>
<td>100%</td>
<td>98%</td>
</tr>
<tr>
<td>Aggregate: Professional Knowledge*</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Aggregate: Academic Content Areas (math, English, biology etc.)*</td>
<td>12</td>
<td>12</td>
<td>100%</td>
<td>98%</td>
</tr>
<tr>
<td>Aggregate: Other Content Areas (elementary education, career/technical education, health education, etc.)*</td>
<td>23</td>
<td>23</td>
<td>100%</td>
<td>98%</td>
</tr>
<tr>
<td>Aggregate: Teaching Special Populations (special education, ESL,..)* Special Education NOT TEST</td>
<td>7</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| Performance Assessments* |        |        |        |        |
| Summary of Individual Assessments** | 42     | 42     | 100%   | 97%    |

*Aggregate pass rate – Numerator: Number who passed all the tests they took in a category (and within their area of specialization). Denominator: Number of completers who took one or more test in a category (and within their area of specialization).

**Summary pass rate – Numerator: Number who passed all the tests they took within their area of specialization. Denominator: Number of completers who took one or more tests used by the state (and within their area of specialization).
Program completers for whom information should be provided are those completing program requirements in the most recent academic year. Thus, for institutional reports due to the state by April 7, 2007, the relevant information is for those completing program requirements in academic year 2005-2006. For purposes of this report, program completers do not include those who have completed an alternative route to certification or licensure as defined by the state.

The assessments to be included are the ones taken by these completers up to 5 years before their completion of program requirements, or up to 3 years afterward. (Please note that in 3 years institutions will report final pass rates that include an update on this cohort of completers; the update will reflect scores reported after the test closure date.) See manual pages 5 and 6.

In cases where a program completer has taken a given assessment more than once, the highest score on that test must be used. There must be at least 10 program completers taking the same assessment in an academic year for data on that assessment to be reported; for aggregate or summary data, there must also be at least 10 program completers (although not necessarily taking the same assessment) for data to be reported.

Section II. Program information.

(A) Number of students in the regular teacher preparation program at your institution:

Please specify the number of students in your teacher preparation program during academic year 2005-2006, including all areas of specialization.

1. Total number of students enrolled during 2005-2006: 135

(B) Information about supervised student teaching:

2. How many students (in the regular program and any alternative route programs) were in programs of supervised student teaching during academic year 2005-2006? 47

3. Please provide the numbers of supervising faculty who were:

   6 appointed full-time faculty in professional education: an individual who works full time in a school, college, or department of education, and spends at least part of the time in supervision of teacher preparation students.

   7 appointed part-time faculty in professional education and full-time in the institution: any full time faculty member in the institution who also may be supervising or teaching in the teacher preparation program.

   2 appointed part-time faculty in professional education, not otherwise employed by the institution: may be part time university faculty or pre-K-12 teachers who supervise prospective teachers. The numbers do not include K-12 teachers who simply receive a stipend for supervising student teachers. Rather, this third category is intended to reflect the growing trend among institutions of higher education to appoint K-12 teachers as clinical faculty, with the rights and responsibilities of the institution's regular faculty.
Supervising faculty for purposes of this data collection includes all persons who the institution regards as having faculty status and who were assigned by the teacher preparation program to provide supervision and evaluation of student teaching, with an administrative link or relationship to the teacher preparation program.

Total number of supervising faculty for the teacher preparation program during 2005-2006: ____17____

4. The student/faculty ratio was (divide the total given in B2. by the number given in B3.): _3.1/1_

5. The average number of hours per week required of student participation in supervised student teaching in these programs was: _37.5_ hours. The total number of weeks of supervised student teaching required is _15_. The total number of hours required is _562.5_ hours.

(C) Information about state approval or accreditation of teacher preparation programs:

6. Is your teacher preparation program currently approved or accredited by the state?  
   _X__ Yes     ____ No

7. Is your teacher preparation program currently under a designation as “low-performing” by the state (as per section 208 (a) of the HEA of 1998)?  _____ Yes     ____ X__ No

Section IV. Certification.

I certify that, to the best of my knowledge, the information in this report is accurate and complete and conforms to the definitions and instructions used in the Higher Education Act, Title II: Reporting Reference and User Manual.

David E. Coffman __________________ (Signature)  
__David E. Coffman_________________ Name of responsible institutional representative for teacher preparation program

__Chair of Education Department__ Title

Certification of review of submission:

Philip C. Stone ____________________ (Signature)  
__Philip C. Stone___________________ Name of President/Chief Executive (or designee)

__President of Bridgewater College__ Title
English

Students majoring in English engage in close study of a wide range of literature, from traditionally valued American and English works to new literature representing many cultures. They may also choose among many writing courses to develop their talents in exposition and analysis and to do creative work. English majors typically develop their skills in writing, speech, and research, as well as their analytical and aesthetic judgments as readers. Their study of both the historical development and current usage of the English language helps them to become effective writers and editors.

The English major is a good basis for further graduate study in literature or creative writing and for professional careers in law, government, the ministry, and all levels of education. It also prepares students for work in journalism and for entrepreneurial, managerial, and executive work requiring skill in oral and written communication. Such fields as public relations, marketing, personnel management, sales, and leadership in non-profit agencies have welcomed English majors and have offered them opportunities for notable accomplishment.

Alumni of Bridgewater College’s English program currently work in a diversity of fields. Recent alumni include a director of a studies abroad program, an author of graphic novels, a lawyer, technical writers, teachers of English as a second language, as well as sportswriters, reporters, editors and other journalists, and teachers at elementary, secondary, and college levels.

Majoring in English can lay the foundation for rich lifelong reading and writing experiences as well as prepare students for a variety of careers.

FOR INFORMATION ON CAREERS IN ENGLISH, VISIT THE OFFICE OF CAREER SERVICES OR GO TO: WWW.BRIDGEWATER.EDU
ENGLISH MAJOR REQUIREMENTS

A major in English requires the Bachelor of Arts degree. A major in English consists of a minimum of 39 credit hours and includes seven core courses (totaling 21 credit hours), plus six elective courses (totaling 18 credit hours). In selecting the six elective courses, majors choose one of three tracks: Writing, Literary Studies, or Language and Literature.

PREREQUISITES FOR THE MAJOR CONSIST OF THE FOLLOWING:

- ENG 140 Introduction to Writing and Rhetoric (or its equivalent)
- ENG 150 Introduction to Literary Study (or its equivalent)

THE 21-CREDIT HOUR CORE FOR THE ENGLISH MAJOR CONSISTS OF THE FOLLOWING 7 COURSES:

- ENG 310 Professional Writing
- ENG 330 Shakespeare
- ENG 401 American Literature I
- ENG 402 American Literature II
- ENG 405 English Literature I
- ENG 406 English Literature II
- ENG 450 Senior Seminar

Track One — Writing
Core plus six courses numbered 250 – 324

Track Two — Literary Studies
Core plus six courses numbered 325 or above.

Track Three — Language and Literature
Core plus six courses numbered 200-425

ENGLISH MINOR REQUIREMENTS

A minor in English consists of a minimum of 21 credit hours. The following courses are required:

- ENG 330 Shakespeare
- ENG 401 American Literature I
- OR
- ENG 402 American Literature II
- ENG 405 English Literature I
- OR
- ENG 406 English Literature II

In addition to these three required courses, students minoring in English choose at least four elective courses from other departmental offerings. English minors are encouraged to take ENG 140: Introduction to Writing and Rhetoric and ENG 150: Introduction to Literary Study instead of ENG 101 and ENG 102.

ENG 101 (or 140) is prerequisite to all English courses numbered 240 or below. ENG 101 (or 140) and ENG 102 (or 150) are prerequisite to all English courses numbered above 240.

Any English course numbered 325-400 will satisfy the general education literature requirement.

COURSES

ENG 101 Effective Writing I
3 Credits F, S
An across-the-disciplines, reading-based expository and argumentative writing course; an introduction to print and on-line research; and an introduction to various disciplinary writing conventions and practices. Supplementary writer’s workshop may be required, based on placement.
General Education: Core Skills

ENG 102 Effective Writing II
3 Credits F, S
A literature-based course in critical thinking and written argumentation, building on the reading, writing, and research skills introduced in ENG 101.
Prerequisite: ENG 101
General Education: Core Skills

ENG 131 Newspaper Practicum
(Cross-listed as COMM 131)
1 Credit F, S
This course is a skills-and-theory class which may discuss practical problems in newspaper production, both general and specific. Work includes approximately three credit hours outside of class and one hour inside each week in writing news
stories and solving layout and graphic problems. Student work will be contracted on an individual basis. This course may be repeated for a total of three credits. *Prerequisite: Permission of instructor.*

**ENG 140**  
**Introduction to Writing and Rhetoric**  
3 Credits  F

A writing course that emphasizes the analytical study of writing and of rhetorical theory and includes practice in a range of genres, including creative and professional writing. English majors should take ENG 140 instead of ENG 101.

**ENG 141**  
**Yearbook Practicum**  
(Cross-listed as COMM 141)  
1 Credit  F, S

This course teaches students the process of book production through active participation in all stages of producing *Ripples*, the College yearbook. Student work will be contracted on an individual basis. This course may be repeated for a total of three credits. *Prerequisite: Permission of instructor.*

**ENG 150**  
**Introduction to Literary Study**  
3 Credits  S

The study of literary forms, including the short story, drama, and poetry, as well as basic approaches to literary criticism. Focus will include literary vocabulary and methods of interpretation. ENG 150 is an alternate means of fulfilling the general education requirement for ENG 102. English majors should take ENG 150 instead of ENG 102. *Prerequisite: ENG 101 or 140.*

**ENG 215**  
**Science Fiction and Contemporary Issues**  
3 Credits  I

An interdisciplinary course that examines science fiction from a variety of perspectives, in both written and film media. The course concentrates on issues raised by science fiction to address the defining characteristics of humanness: physically, mentally, and spiritually. Some topics include the human role as creator and/or created, as an evolving being, and as a technological construct. Ethical issues considered may include the responsibilities and limitations of humans, as well as the use and abuse of technology and power by humans. *Prerequisite: ENG 101 or 140.*

**ENG 216**  
**Movies from Literature and as Literature**  
3 Credits  I

An introduction to the literary aspects of film. Some analyses cover movies derived from fiction, such as *Tom Jones*, and some treat movies without prior literary source but with a distinguished director, such as John Ford. An examination of the social role of film is included. *Prerequisite: ENG 101 or 140.*

**ENG 217**  
**Literary Heroes in Popular Culture**  
(Cross-listed as COMM 217)  
3 Credits  I

This course is designed to look at characters invented first in books and periodicals but known popularly for their incarnations in other 20th century media, particularly film. Particular heroes to be covered are Sherlock Holmes, Tarzan, Zorro, and James Bond. The course will look at differences in print’s and other media’s portrayal of the characters by examining first the original text followed by popular manifestations. *Prerequisite: ENG 101 or 140.*

**ENG 218**  
**History of Motion Picture**  
(Cross-listed as COMM 218)  
3 Credits  I

By examining key people, ideas, and techniques, the course presents an historical survey of the development of the motion picture into an art form. Class members will be required to attend on-campus film screenings. *Prerequisite: ENG 101 or 140.*

**ENG 220**  
**American Folklife**  
3 Credits  I

Explores the role played by traditional American culture, including music, narrative, medicine, ver-
nacular architecture, and folk art and craft. Much of the course will concentrate on the folk culture of the Shenandoah Valley.

Prerequisite: ENG 101 or 140
General Education: United States

ENG 221  The Images of "Folk" in Literature  3 Credits  I

Introduces students to the concept of folk — or traditional — groups and the ways they have been represented to mainstream cultures through the media of film and literature. Literary selections will be read in conjunction with viewing of mainstream film and television depictions of "the folk" as well as documentary films made by folklorists.

Prerequisite: ENG 101 or 140
General Education: United States

ENG 222  American Lives  3 Credits  I

By studying a range of autobiographical writings in the context of American letters, the course focuses on individual lives within the larger context of American social history and cultural experience. Readings range from the Colonial period to the present.

Prerequisite: ENG 101 or 140
General Education: United States

ENG 231  The Image of the American Indian in Literature  3 Credits  I

An examination of the various ways in which American Indians have been portrayed in American literature and film. A variety of visual images and literary depictions of American Indians from the early 19th-century to the present will be juxtaposed with the realities of American Indian life and history. Emphasis will be placed on what these depictions reveal about American culture, its history and its values.

Prerequisite: ENG 101 or 140
General Education: United States

ENG 235  Literature of Southern Africa  3 Credits  I

The course will consider representative literature of Namibia, Botswana, South Africa and Mozambique to assess historical, cultural, and literary importance, beginning with aboriginal expression, moving through the Colonial period and the struggle of apartheid to the present.

Prerequisite: ENG 101 or 140
General Education: Global Diversity

ENG 240  Russian Literature and Culture  3 Credits  F

A study of major writers of 19th and 20th century Russian literature. Texts are read in English translation. Some study of Russian culture is included.

Prerequisite: ENG 101 or 140
General Education: Global Diversity

ENG 243  Native American Literature and Culture  3 Credits  S

Anthropological survey of Native North American and Meso-American cultures, examining such features as traditional subsistence patterns, kinship structures, religious beliefs and practices, social and political structures, artistic expression, and intellectual history. Course will then focus on the literary heritage of Native American cultures, beginning with the oral tradition and storytelling, and continuing on to the “Native American Renaissance,” the proliferation of Native American authors and poets that began in the 1960s and continues to the present.

Prerequisites: ENG 101 or 140
General Education: Global Diversity

ENG 255  News and Media Writing  3 Credits  F

(Cross-listed as COMM 255)

Designed to teach students the basic skills of researching, investigating and writing in a variety of formats. Emphasis is placed on (1) identification of the writing structures used by contemporary media writers and (2) utilization of these struc-
tures in original pieces researched and written by
the students.
Prerequisite: ENG 101 or 140

ENG 275  Grammar, Style, and Editing  
3 Credits  S
An overview of what is traditionally called gram-
mar, including syntax, mechanics, style, punctua-
tion, spelling, vocabulary-building and proof-
reading for teaching writing at the elementary
and secondary levels as well as for publication at
a professional level. Students will demonstrate
competency in creation, analysis (including dia-
gramming), and editing of written English.
Prerequisites: ENG 101 or 140, ENG 102 or 150

ENG 300  Linguistics  
3 Credits  F
Linguistic analysis incorporating traditional gram-
mar, phonology, structural linguistics, transforma-
tional-generative grammar, and the history of the
English language.
Prerequisites: ENG 101 or 140, ENG 102 or 150

ENG 305  Journalism in the Information Age  
(Cross-listed as COMM 305)  
3 Credits  S
Moves beyond the basic skills of writing for news
and media outlets to understand the theories that
underlie such questions as “What is news?” “Why
is our society moving increasingly toward infor-
tainment?” “Does the source of news matter?”
“How does living in a digital information society
affect news and media writers?” Building on these
theoretical foundations, students enhance their
understanding of the application of the skills
obtained in COMM 255 and their importance
in a larger news and media framework. Students
will continue to create original writing pieces, but
with a richer understanding of the environments
that shape and are shaped by their writings.
Prerequisite: ENG/COMM 255 or permission of the
instructor

ENG 310  Professional Writing  
3 Credits  F
An advanced writing course in composing and
revising essays, reports, and articles for poten-
tial publication or other professional purposes.
Students will also study rhetorical theory and
practice analysis of rhetorical elements (audi-
ence, purpose, organization, style, and so forth)
of published texts and apply this knowledge to
their own writing. Class is conducted as a writing
workshop.
Prerequisites: ENG 101 or 140, ENG 102 or 150

ENG 311  Creative Writing  
3 Credits  F
An intensive workshop providing an opportunity
to gain deeper insight into literary techniques and
practices through the production of original short
and longer works of fiction, poetry, and drama,
as well as creative expository forms. Students will
develop a single, but substantial, literary project
unified by a common theme or themes. Group
workshops and individual conferences will pro-
vide extensive feedback and critical response as
the student progresses through the project.
Prerequisites: ENG 101 or 104, ENG 102 or 150

ENG 312  Technical and Workplace Writing  
3 Credits  S
An advanced writing course in composing
reports, proposals, instructions, brochures, Web
pages and other workplace documents. Students
will learn principles of document design and
incorporate graphic elements in their texts. Prin-
ciples of editing will also be emphasized.
Prerequisites: ENG 101 or 140, ENG 102 or 150

ENG 315  Teaching Writing  
3 Credits  S
An introduction to writing instruction for pro-
spective teachers and writing center tutors from
all disciplines. The course incorporates current
theoretical perspectives, applied linguistics, and
research on the writing process to introduce class-
room practices such as one-to-one conferencing,
the writing workshop approach, and teaching in computer classrooms.

Prerequisites: ENG 101 or 140, ENG 102 or 150

ENG 318 Writing in Electronic Environments
3 Credits  F or S
A course studying the nature of writing as it is shaped by its technologies. Discussions may cover electronic writing environments including various forms of hypertext, graphic and audio-enhanced text, synchronous and asynchronous communication applications, desktop publishing, word processing, text on screen, and document design. The course will explore the impact on writing of these media both in terms of theory and practice.

Prerequisites: ENG 101 or 140, ENG 102 or 150

ENG 322 Advanced Creative Writing
3 Credits  F
An advanced workshop providing an opportunity to demonstrate literary techniques and practices through the production of original short and longer works of fiction, poetry, and drama, as well as creative expository forms. Students will develop a single, but substantial literary project, defined by means of a contract with the instructor and unified by a common theme or themes. Advanced workshop students will also lead group workshop discussions, providing and receiving extensive feedback and critical response as class members progress through their projects. Advanced students will also explore the publishing market appropriate to their work and make a serious effort to secure publication in some form.

Prerequisites: ENG 101 or 140, ENG 102 or 150, and ENG 311

ENG 327 Biblical Themes in Literature
3 Credits  I
A study of literature inspired by the Bible. The focus is on reading and writing about how religious ideas are expressed in literature, how authors use specific biblical stories in their novels, and how various authors may vary in their retellings of the same story.

Prerequisites: ENG 101 or 140, ENG 102 or 150

General Education: Literature

ENG 330 Shakespeare
3 Credits  F
A critical examination of Shakespeare’s development as a dramatist and of his basic themes. Approximately 12 plays are studied.

Prerequisites: ENG 101 or 140, ENG 102 or 150

General Education: Literature

ENG 332 Arthurian Literature
3 Credits  I
Examines the effect of the legends of King Arthur and his knights, showing such ideas as the Holy Grail and the code of chivalry in modern retellings and appropriations of the medieval sources. An acquaintance with Malory’s Morte D’ Arthur is expected.

Prerequisites: ENG 101 or 140, ENG 102 or 150

General Education: Literature

ENG 333 Irish Literature
3 Credits  F
A study of Irish literature, including Celtic mythology. Late 19th and 20th century authors such as Yeats, Joyce, Synge, O’Casey, and Bowen will be emphasized. Some study of Irish political and cultural history will be included.

Prerequisites: ENG 101 or 140, ENG 102 or 150

General Education: Literature

ENG 336 Literature of the Black Experience
3 Credits  F
Selected readings in the fiction, drama, poetry and non-fiction prose of major black writers, both African and African-American, with emphasis on the most influential authors, such as Douglass, Wright, Ellison, Achebe, Baldwin, and Morrison.

Prerequisites: ENG 101 or 140, ENG 102 or 150

General Education: Literature.
ENG 341 Mythology and Classical Literature
3 Credits  S
An examination of Greek myth, especially of mythological ideas and figures that have had great influence on literature and thought, and of selected Greek and Roman classics. Readings will include selections from Homer, Greek drama, Plato, Lucretius, Virgil, and St. Augustine.
Prerequisites: ENG 101 or 140, ENG 102 or 150
General Education: Literature

ENG 342 Medieval Literature from Beowulf to Dante
3 Credits  F
A study of several of the major works of medieval literature, including epic, Arthurian romance, religious lyric and drama, biography, and satire. Special attention will be given to themes such as adventure, courtly love, and self-discovery as they appear in works that have remained influential to the present.
Prerequisites: ENG 101 or 140, ENG 102 or 150
General Education: Literature

ENG 343 Literature of the Renaissance and the Enlightenment
3 Credits  S
Readings in the Renaissance epic (for example, Milton), in early prose narrative, and in drama, lyric, and other major literary forms. Special attention is given to authors, works, and literary types that reflect the involvement of European civilization in the affairs of the rest of the world. Readings may include works by Machiavelli, Thomas More, Shakespeare, Molière, Swift, and Voltaire.
Prerequisites: ENG 101 or 140, ENG 102 or 150
General Education: Literature

ENG 344 Literature of Romanticism and Realism
3 Credits  S
A study of literature during the late 18th and 19th centuries. Attention will be given to the development of Romanticism and realism in American, English, and other western European literatures such as German, Russian, and French. Readings will include fiction, poetry, and drama. Authors studied may include Blake, Wordsworth, Goethe, Pushkin, Dickens, Austen, G. Eliot, the Brontës, Dostoevsky, Chekhov, Poe, Melville, Twain, James, Ibsen, and Flaubert.
Prerequisites: ENG 101 or 140, ENG 102 or 150
General Education: Literature

ENG 345 Literature for Children
3 Credits  F, S
Development and analysis of the major types of children’s literature are addressed, including picture books, poetry, fables, folktales, fantasy, realism, and historical fiction. Students read and analyze classic examples of each type.
Prerequisites: ENG 101 or 140, ENG 102 or 150
General Education: Literature

ENG 347 Nineteenth-Century Children’s Literature
3 Credits  I
A study of works written during the first golden age of children’s literature. Students will study examples of the century’s proliferating types of fiction (fantasy, adventure, domestic and exotic realism), compare original literary texts to filmed adaptations, investigate the influence of folktales upon children’s literature, and become acquainted with some of the best illustrators and writers for children of the period.
Prerequisites: ENG 101 or 140, ENG 102 or 150
General Education: Literature

ENG 350 Literature for Young Adults
3 Credits  I or S
Reading and critical response to a range of fiction, nonfiction, and poetry written for a middle school through high school audience or considered suitable reading for this audience. Students practice literary analysis and establish criteria for evaluating literary quality in literature for young adults.
Prerequisites: ENG 101 or 140, ENG 102 or 150
General Education: Literature
ENG 360  Modern Drama  (Cross-listed as THEA 360)  
3 Credits  F
An examination of theatrical literature and forms from the late 19th-century well-made plays, Realism, Expressionism, Futurism and Symbolism, to Epic theatre and the Theatre of the Absurd. Playwrights such as Henrik Ibsen, Bernard Shaw, Anton Chekhov, Eugene O’Neill, Bertolt Brecht, Samuel Beckett, and others will be studied. The goals of this course are for students to gain an understanding of the scope, history, techniques and influence of Modern Drama.
Prerequisites: ENG 101 or 140, ENG 102 or 150
General Education: Literature
Alternate years – offered 2009-2010

ENG 362  Contemporary Drama  (Cross-listed as THEA 362)  
3 Credits  S
A focus on the contemporary theatrical forms of American and British drama. Students will begin with post-World War II dramatic works and move sequentially to the present day. Some areas of attention will be the “angry young men,” metadrama, gender race and ethnicity, the “new brutalism,” and contemporary docudrama. Particular focus will be on how play texts engage with the cultural and historical moment of their creation. The goals of this course are for students to gain an understanding of the scope, history, techniques and influence of contemporary drama. Playwrights such as John Osborne, Edward Albee, Eduard Bond, Jose Rivera, Martin McDonagh, Tony Kushner, Sarah Kane, Suzan Lori-Parks, Nilo Cruz, Moises Kaufman, Sarah Ruhl and others will be studied.
Prerequisite: ENG 101 or 140, ENG 102 or 150
General Education: Literature
Alternate years – offered 2009-2010

ENG 364  Studies in Short Fiction  
3 Credits  F
A study of the development of the short story as a distinctive literary form. Focus will be on the short story’s history, techniques, and conventions, giving emphasis to 19th and 20th century authors from various national literatures who have had a particular impact on the form’s development.
Prerequisites: ENG 101 or 140, ENG 102 or 150
General Education: Literature

ENG 366  Studies in the Novel  
3 Credits  S
A study of the development of the novel as a distinctive literary form. Focus will be on different techniques, conventions, and themes of the genre exemplified by representative works chosen from American, British, and other national literatures.
Prerequisites: ENG 101 or 140, ENG 102 or 150
General Education: Literature

ENG 368  Studies in Poetry  
3 Credits  F
A study of the development of poetry as a distinctive literary form. Focus will be on the techniques, conventions, and themes of the genre exemplified by representative works chosen from American, British and other national literatures.
Prerequisites: ENG 101 or 140, ENG 102 or 150
General Education: Literature

ENG 385  Modern Literature  
3 Credits  F
A study of the modernist movement in American, English, and world literatures. Focus will be on fiction, poetry, and drama written in the first half of the 20th century before World War II. Writers studied may include Hemingway, Faulkner, Yeats, T. S. Eliot, Woolf, Pound, Conrad, Camus, Sartre, Joyce, Kafka, and Mann.
Prerequisites: ENG 101 or 140, ENG 102 or 150
General Education: Literature

ENG 386  Contemporary Literature  
3 Credits  S
A study of postmodernism and contemporary literature in American, English, and world literatures. Focus will be on fiction, poetry, and drama written from World War II to the present day. Writers studied may include Beckett, Ellison, Von-
negut, Achebe, Borges, Kundera, and Heaney.

Prerequisites: ENG 101 or 140, ENG 102 or 150

General Education: Literature

**ENG 390 Southern Literature**

3 Credits  F

An examination of the literature and culture of the southern United States from the 19th-century to the present. The cultural development of the region and the influence of the historical context including slavery, reconstruction, economic depression, and the Civil Rights movement will be considered in relation to works by such authors as Mark Twain, William Faulkner, Eudora Welty, Robert Penn Warren, James Dickey, Flannery O’Connor, Walker Percy, Alice Walker, and Reynolds Price.

Prerequisites: ENG 101 or 140, ENG 102 or 150

General Education: Literature

Alternate years – offered 2009-2010

**ENG 400 Seminar in a Major Literary Figure**

3 Credits  I

A critical examination of the life and writing of a major figure from American, British, or world literature. A student may take ENG 400 more than once for credit if the featured literary figure is different each time.

Prerequisites: ENG 101 or 140, ENG 102 or 150

General Education: Literature

**ENG 401, 402 American Literature I, II**

3 Credits each  F, S

The first course studies the development of American literature from the Colonial period up through the Revolution, then continues on to the American Renaissance of the mid-19th century, and culminates with the late 19th century American Realism. Transcendentalism, Realism, and Naturalism are examined. The second course begins with the 20th century and the Modernist period and then continues to the present. Modernism, imagist poetry, new criticism, objective poetry, existentialism, confessional poetry, post-modernism, the Beat movement, black humor and metafiction of the 1950s and 1960s, as well as various multicultural perspectives will be examined.

Prerequisites: ENG 101 or 140, ENG 102 or 150

**ENG 405, 406 English Literature I, II**

3 Credits each  F, S

The first course studies the development of English literature from its Anglo-Saxon beginnings through the Middle Ages, Renaissance, Restoration, and 18th-century. The second course addresses English literature beginning with Romanticism and continuing through the Victorian age to the present.

Prerequisites: ENG 101 or 140, ENG 102 or 150

**ENG 450 Senior Seminar**

3 Credits  F

An in-depth, graduate-level seminar examining a special literary topic or a literary figure or figures, to be chosen by the instructor. Students will explore both the primary sources and the critical and theoretical context of those sources in order to produce a substantial essay, which significantly contributes to the ongoing critical discussion.

Prerequisite: Minimum of 18 credit hours of English course work.

**ENG 480 Internship**

3 Credits  F, I, S

**ENG 490 Independent Study**

3 Credits  F, I, S

**ENG 491 Research**

3 Credits  F, I, S

**ENG 500 Honors Project**

3 Credits  F, I, S
Environmental Science

The degree program in Environmental Science is an interdisciplinary major overseen by the Biology and Chemistry departments. This program features both introductory and advanced courses that prepare majors either for immediate employment, or to enter strong graduate programs to pursue advanced degrees in areas of specialization such as environmental engineering, applied ecology, resources conservation, and others. This major brings basic sciences to bear upon crucial problems caused by human use and abuse of natural resources. An emphasis will be on water as a resource.

Problems associated with the availability, provision, protection, and recycling of water have great impact on the quality of human life. Water is a basic necessity for life itself, and life quality is enhanced when there is an abundance of clean, safe water for agriculture, recreation, industry, and municipal development. All human uses degrade water, some decidedly so, so a continuing source of well-prepared environmental resources specialists is needed, and this curriculum is designed toward that end.

Modern environmental science takes advantage of rapidly expanding knowledge in ecology, molecular and cell biology, environmental chemistry, space technology, and instrumentation. There will be continuing demand for well-prepared environmental scientists. With a baccalaureate degree new graduates may pursue direct employment as high school earth science teachers, governmental field technicians, industrial or municipal water and wastewater technicians, field analysts for engineering and environmental consulting companies, or conservation technicians. With graduate preparation, students can aspire to leadership positions in remediation, regulation, and protection with local, state, federal, or global government, and as research scientists, college professors, environmental planners, and environmental lawyers. Many graduate schools now offer cross-discipline opportunities for environmental science majors in health-related disciplines such as toxicology, epidemiology, and public health.

Teacher Certification

Environmental Science majors who aspire to become secondary science teachers should carefully consider their choices of ENVR electives. Endorsement in “Earth Science” by the Virginia Department of Education requires academic preparation in geology, astronomy, meteorology, physical geography, and oceanography. A second endorsement in another science can be added with judicious selection of electives. For guidance in this option, please see the program chair for Environmental Science and the Secondary Education advisor in the Education Department.

Internships and Research Opportunities

Bridgewater College science majors have recently participated in environmentally related internships in a variety of settings, including local industrial and municipal wastewater treatment plants, the Virginia Department of Environmental Quality, the Harrisonburg/Rockingham Regional Water and Sewer Authority, district offices of the U.S. Forest Service, the Virginia Commission of Game and Inland Fisheries, the Chincoteague National Wildlife Refuge, the Shenandoah National Park, and regional environmental consulting companies. All environmental science majors will be encouraged to seek out internships and/or research opportunities while at Bridgewater College.
**ENVIRONMENTAL SCIENCE MAJOR REQUIREMENTS**

A major in Environmental Science consists of a minimum of 34 credits in core courses in biology, chemistry, physics, and mathematics. The following courses are required:

- BIOL 207 Organisms I
- BIOL 208 Organisms II
- BIOL 350 Ecology
- CHEM 161 General Chemistry
- CHEM 162 General Chemistry
- CHEM 250 Fundamental Organic Chemistry
  OR
- CHEM 306 Organic Chemistry II
- MATH 130 Survey of Calculus
  OR
- MATH 131 Calculus I
- MATH 200 Introduction to Statistics
  OR
- BIOL 330 Biostatistics
- PHYS 218 College Physics I
  OR
- PHYS 221 General Physics I

**AND A MINIMUM OF AN ADDITIONAL 18 CREDIT HOURS (AT LEAST 5 COURSES) INCLUDING:**

- ENVR/BIOL 301 Principles of Environmental Science
- ENVR 320 Environmental Chemistry

**AND AT LEAST 3 ADDITIONAL ENVR, BIOL, OR CHEM COURSES NUMBERED ABOVE 300 FROM THE FOLLOWING COURSES:**

(One may be a 3-credit hour Interterm trip course):

- BIOL/SOC 302 Socioecology in Zambia
- BIOL 316 Ornithology: The Biology of Birds
- BIOL 318 Biology of the Insects
- BIOL 420 Plant Taxonomy
- GEOG 340 Regional Geography
- ENVR/BIOL 312 Forest and Wildlife Resource Management
- ENVR/BIOL 401 Environmental Microbiology
- ENVR/BIOL 435 Freshwater Biology
- BIOL/CHEM 405 Biochemistry
- ENVR/BIOL 440 Conservation Biology
- ENVR/CHEM 445 Instrumental Analysis

*Note: Some ENVR electives are cross-listed under BIOL or CHEM. Potential double majors in Environmental Science (with either Biology or Chemistry) are cautioned that cross-listed ENVR courses will be counted toward only one major, and that the second major may require up to 15 additional credits beyond the apparent minimum.*

**ENVIRONMENTAL SCIENCE MINOR REQUIREMENTS**

A minor in Environmental Science consists of 20 credits including the following courses:

- ENVR/BIOL 301 Introduction to Environmental Science
- CHEM 306 Organic Chemistry
  OR
- CHEM 250 Fundamentals of Organic Chemistry
- ENVR 320 Environmental Chemistry

**And 2 elective courses chosen from the following:**

- BIOL 350 Ecology
- ENVR 312 Forest and Wildlife Management
- ENVR 401 Environmental Microbiology
- ENVR 435 Freshwater Ecology
- ENVR 440 Conservation Biology

No electives may double count for a student’s major and the minor.

**Supporting courses for the minor include the following:**

- BIOL 207 Organisms I
- BIOL 208 Organisms II
- CHEM 161 General Chemistry
- CHEM 162 General Chemistry
COURSES
(see also listings under Biology and Chemistry):

ENVR 301  Principles of Environmental Science
(Cross-listed as BIOL 301)
4 Credits  F
An exploration of basic biological, chemical, geological, and physical processes at work on the earth, its lifeforms, and its natural resources. The extent of human impact and the need for global awareness will be emphasized, along with the need for application of rapidly expanding knowledge and technology toward solution of environmental problems. Three lectures and one lab per week.
Prerequisite: BIOL 207-208 or CHEM 161-162 or permission of instructor

ENVR 305  Natural Resource and Environmental Law
3 Credits  S
This course will provide an overview of federal and state laws that are aimed at the conservation of natural resources and/or protection of environmental quality. Major laws that will be covered include the National Environmental Protection Act, Clean Air Act, Clean Water Act, the Endangered Species Act and others. Speakers from natural resource/environmental agencies such as the VA Department of Environmental Quality, VA Department of Game and Inland Fisheries and U.S. Forest Service will provide practical insights into the application and implementation of environmental policy.
Prerequisites: BIOL 100, 207 or 208

ENVR 312  Forest and Wildlife Resource Management
(Cross-listed as BIOL 312)
4 Credits  S
Ecology and management of forest lands and their animal populations, including principles and policy in support of diverse goals such as preservation of wilderness, management for harvest, parks and recreation, and habitat recovery. Effects of geology, soils, water, and climate on habitat quality and management implications. Three lectures and one lab per week.
Prerequisites: BIOL 100, 207-208, or ENVR 300
(Credit will not be awarded for both BIOL 217 and 312.)

ENVR 320  Environmental Chemistry
(Cross-listed as CHEM 320)
4 Credits  S
The chemistry and quantitative aspects of environmentally important measurements such as spectrophotometric methods for studying the nitrogen cycle, water quality (pollution, complex aqueous chemistry, salt-affected soils and brackish waters) and methods of analysis, the chemistry and chromatographic analysis of persistent organic pollutants (POPs), the carbon cycle (sources, sinks, fossil fuel consumption and global warming) and gas phase spectrophotometric analysis, methods of analysis for nitrogen oxides and ozone kinetics, thermal pollution and the electrochemical detection of dissolved oxygen, and immunoassays of pesticides and petroleum derivatives. Three lectures and one lab per week.
Prerequisites: MATH 130 or 131, CHEM 250 or 306
(Credit will not be awarded for both CHEM 120 and 320)

ENVR 324  The Hydrogen Economy, Alternative Energy, and Scandinavia
3 Credits  I
A study of how Scandinavian societies have been shaped by energy resources and energy production. Alternative modes of energy production will be studied and a contrast will be made between the national energy policies of Iceland and Denmark compared to the United States. A special emphasis will be given to the emerging hydrogen economy in Iceland. One week on campus and two weeks of camp in Iceland and Denmark.
Prerequisite: ENG 102
ENVR 401 Environmental Microbiology
(Cross-listed as BIOL 401)
4 Credits  F

An exploration of how microorganisms interact with their environment and the implications of these interactions for humans. Specific topics will include: antibiotic resistance, biodegradation, biodiversity, biofuels, bioremediation, extreme environments, geochemical cycles, methods for sampling, culture, and analysis of environmental microorganisms, microbiology of air, water, and soil; environmental pathogens; and microbiological treatment of sewage and water. Three lectures and one lab per week.
Prerequisites: BIOL 325 or ENVR 320

ENVR 433 Biology and Management of Fishes
(Cross-listed as BIOL 433)
4 Credits  S

A survey of diversity of fish (with an emphasis on freshwater fish of North America). Topics will include taxonomy, anatomy, physiology, behavior, and ecology. There will be special emphasis on management of fish populations and diversity in the face of environmental threats including pollution, habitat alteration, overharvest and invasive species. Lab will include basic ecology and behavior but will focus heavily on common fisheries techniques.
Prerequisites: ENVR 300 or BIOL 350 or permission of the instructor

ENVR 435 Freshwater Ecology
(Cross-listed as BIOL 435)
4 Credits  S

An introduction to aquatic ecosystems (lakes, ponds, streams and wetlands). Students will learn about the major chemical and physical processes that determine the function of freshwater systems. Students will be introduced to the major groups of aquatic organisms (algae, vascular plants, invertebrates and fish). Includes strong emphasis on the impacts that humans have on freshwater systems. The lab will introduce the basic skills necessary for the study and management of fresh waters.
Prerequisite: ENVR 300 or BIOL 350 or permission of the instructor

ENVR 440 Conservation Biology
4 Credits  F

This course is a survey of the methods used by the public and private sectors to manage our environment and natural resources. The primary emphasis will be on restoration ecology and conservation biology. Other topics that will be addressed will include environmental engineering (e.g. green chemistry and design of pollution control devices), economic considerations in conservation (e.g. conservation land easements and ecotourism), and government regulation. The lab will provide students with experience applying standard methods of monitoring biological resources. The lab will also provide an opportunity for students to hear talks from environmental experts and to travel to local sites where management activities are occurring.
Prerequisite: ENVR 300 or BIOL 350 or permission of the instructor

ENVR 445 Instrumental Analysis
(Cross-listed as CHEM 445)
4 Credits  F, S

Exposure to basic electronics, signal-to-noise enhancement, instrumental design and function, various methods of spectroscopy and spectrometry, chromatography, electroanalytical analysis, turbidity measurements, and mass spectrometry. All laboratories will involve collection and detection of field samples containing environmentally significant chemicals such as heavy metals, fertilizers, and persistent organic pollutants (POPs). Three lectures and one lab per week.
Prerequisite: CHEM 305
Family and Consumer Sciences

Family and Consumer Sciences (FCS) prepare majors to manage professional responsibilities while balancing family and career. Students are challenged with quality courses and programs in education (elementary and secondary), nutrition and wellness, interior design, and fashion merchandising. Internships are available to all majors to provide additional important practical application. An FCS minor complements most any major at Bridgewater and adds to a student’s career choices.

FCS is housed in Moomaw Hall, completed in 1970, which includes a play-school room (renovated in 2004 by interior design students), an eight-kitchen foods laboratory, a clothing/textiles/design lab, and classrooms equipped with computer projection systems. A student computer/study room is available for FCS students.

A major in Family and Consumer Sciences consists of a minimum of 30-41 credit hours depending upon the area of specialization. A Family and Consumer Sciences major may be earned in any of the following four areas of specialization: Family and Consumer Sciences Education; General Family and Consumer Sciences; Fashion Merchandising*; and Interior Design*. A major in Nutrition and Wellness is also offered.

*Note: Fashion Merchandising and Interior Design Specializations are being evaluated and may be discontinued by Spring of 2011.

For information on careers in Family and Consumer Sciences, visit the Office of Career Services or go to: www.bridgewater.edu

Family and Consumer Sciences Education Requirements

Designed for those seeking certification to teach in secondary schools with an endorsement in Family and Consumer Sciences. Requires a minimum of 41 credit hours in Family and Consumer Sciences including:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>FCS 102</td>
<td>Clothing Selection and Construction</td>
</tr>
<tr>
<td>FCS 110</td>
<td>Orientation to Family and Consumer Sciences Professions</td>
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<tr>
<td>FCS 201</td>
<td>Food Science</td>
</tr>
<tr>
<td>FCS 321</td>
<td>Housing</td>
</tr>
<tr>
<td>FCS 340</td>
<td>Curriculum and Instruction</td>
</tr>
<tr>
<td>FCS 400</td>
<td>Child Growth and Development</td>
</tr>
<tr>
<td>FCS 412</td>
<td>Occupation Program Management</td>
</tr>
<tr>
<td>FCS 430</td>
<td>Family Management</td>
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<tr>
<td>FCS 471</td>
<td>Senior Seminar</td>
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And one additional course in each of the five areas of Family and Consumer Sciences: textiles/clothing; nutrition/foods; child development/family life; interior design/housing; and consumer studies/management. (15 credit hours)

In addition, the following education courses are required for certification:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>EDUC 140</td>
<td>Introduction to Foundations of American Education</td>
</tr>
<tr>
<td>EDUC 200</td>
<td>Psychology of Education and Development</td>
</tr>
<tr>
<td>EDUC 201</td>
<td>Field Experience I</td>
</tr>
<tr>
<td>EDUC 215</td>
<td>Exceptional Student in the Classroom</td>
</tr>
<tr>
<td>EDUC 302</td>
<td>Field Experience II</td>
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<tr>
<td>EDUC 303</td>
<td>Field Experience III</td>
</tr>
<tr>
<td>EDUC 334</td>
<td>Reading in the Content Area</td>
</tr>
<tr>
<td>EDUC 370</td>
<td>Classroom Management</td>
</tr>
</tbody>
</table>

FAMILY AND CONSUMER SCIENCES

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EDUC 380  Practicum in Current Teaching Techniques
EDUC 450  Seminar in Special Topics
EDUC 470  Professional Student Teaching

**GENERAL FAMILY AND CONSUMER SCIENCES MAJOR REQUIREMENTS**

Required are a minimum of 32 credit hours in Family and Consumer Sciences including FCS 110 and FCS 471 and at least one course in each of the five areas of Family and Consumer Sciences: textiles/clothing; nutrition/foods; child development/family life; interior design/housing; and consumer studies/management.

Remaining required credits are to be selected in consultation with the student’s advisor based on career objective (e.g., preK-6 certification, day care, community services, gerontology).

**FASHION MERCHANDISING SPECIALIZATION REQUIREMENTS**

Required are 32 credit hours, consisting of 20 credits from Family and Consumer Sciences and 12 credits in supporting fields including business, communications, or art. It is highly recommended for fashion merchandising majors to double major in business administration or to minor in business administration.

**REQUIRED COURSES FROM FAMILY AND CONSUMER SCIENCES ARE:**

- FCS 102  Clothing Selection and Construction
- FCS 110  Orientation to Family and Consumer Sciences Professions
- FCS 230  Textiles
- FCS 304  Fashion Merchandising
- FCS 306  Fashion Promotion
- FCS 401  Historic Costume
- FCS 471  Senior Seminar

**INTERIOR DESIGN SPECIALIZATION REQUIREMENTS**

**REQUIRED ARE:**

- FCS 110  Orientation to Family and Consumer Sciences Professions
- FCS 230  Textiles
- FCS 303  Applied Design
- FCS 321  Housing
- FCS 322  Interior Design I
- FCS 323  Interior Design II
- FCS 324  20th Century Interiors
- FCS 330  Household Equipment
- FCS 425  Family Economics
- FCS 471  Senior Seminar
- ART 120  Introduction to Visual Design
- ART 130  Introduction to Drawing and Compositions
- ART 200  Survey of Art History (prehistory to 1400)
  OR
- ART 201  Survey of Art History (1400 to present)
- BUS 120  Survey of Business
  OR
- BUS 210  Organization Dynamics and Communication

**FAMILY AND CONSUMER SCIENCES MINOR REQUIREMENTS**

A minor in Family and Consumer Sciences consists of 18 credit hours, nine hours of which must be chosen from courses numbered 300 or above.

**NUTRITION AND WELLNESS MAJOR REQUIREMENTS**

A major in Nutrition and Wellness consists of:

- FCS 240  Contemporary Nutrition and Wellness
- FCS 350  Lifespan Nutrition and Wellness
- FCS 355  Nutrition for the Athlete
- FCS 455  Community Nutrition
- ES 300  Personal and Community Health
- ES 320  Kinesiology
ES 325  Principles of Health and Physical Fitness Assessment  
ES 335  Physiology of Exercise  
ES 427  Health Promotion and Wellness  
BIOL 305  Introduction to Human Anatomy  
CHEM 250  Fundamentals of Organic Chemistry  
MATH 200  Introduction to Statistics  
SOC 355  Counseling and Personal Development

**THE FOLLOWING COURSES ARE RECOMMENDED ELECTIVES TO BE CHOSEN ACCORDING TO CAREER OBJECTIVES:**

- FCS 250  International Foods and Nutrition
- FCS 460  Professional Family & Consumer Sciences Practicum
- ES 205  Introduction to the Allied Health Professions
- ES 480  Internship
- BIOL 207  Organisms I
- CHEM 405  Biochemistry

And any fitness activity course

**NUTRITION AND WELLNESS MINOR REQUIREMENTS**

**A MINOR IN NUTRITION AND WELLNESS CONSISTS OF:**

- FCS 240  Contemporary Nutrition and Wellness
- FCS 355  Nutrition for the Athlete
- BIOL 305  Introduction to Human Anatomy
- CHEM 250  Fundamentals of Organic Chemistry
- ES 300  Personal and Community Health
- ES 325  Principles of Health and Physical Fitness Assessment
- ES 335  Physiology of Exercise
- ES 427  Health Promotion and Wellness

**COURSES**

**FCS 102  Clothing Selection and Construction**

Factors influencing fashion, including the sociological and psychological aspects of clothing, wardrobe analysis, and basic construction.  
Alternate years – offered 2008-2009

**FCS 110  Orientation to Family and Consumer Sciences Professions**

An exploration of the field of Family and Consumer Sciences and its career opportunities.

**FCS 201  Food Science**

Scientific principles involved in basic cookery are investigated with emphasis on quality characteristics and product evaluation. Structure, composition, and nutritive value of foods are studied as well as food selection, storage, preparation, processing, and meal management techniques.  
Alternate years – offered 2008-2009

**FCS 230  Textiles**

Textile fibers, texts for identification, yarn and fabric constructions, methods of finishing, characteristics, uses and economics of textiles.  
Alternate years – offered 2008-2009

**FCS 240  Contemporary Nutrition and Wellness**

Basic nutrition concepts, nutrition needs throughout the life cycle, and current nutrition issues.

**FCS 250  International Foods and Nutrition**

The importance of food and nutrition in individual lives, communities, and nations. This course develops an understanding of food customs and the influence of culture and religion on food habits, with emphasis on the non-western or Third
World nations. Problems in nutrition and solutions currently being tried or projected through national, international, and voluntary agencies are studied. Laboratory experiences emphasize cultural influences on food ways.

*General Education: Global Diversity*

**FCS 303  Applied Design**  
3 Credits  F

Basic methodology of working with materials in special projects useful in interior design. Projects to be included are: furniture refinishing, upholstery, seat caning, window treatments, slipcovering, picture framing, and accessorizing.  
*Alternate years – offered 2009-2010*

**FCS 304  Fashion Merchandising**  
3 Credits  I

Consideration of the major factors involved in the buying and merchandising of fashion products. Discussion of the dynamics of fashion: consumer buying, patterns, fashion buying, and fashion makers and retailers. Local and regional fashion industry visits.  

**FCS 306  Fashion Promotion**  
3 Credits  S

Investigation and application of effective promotional procedures of retail organizations including display, publicity, fashion show production, and various modes of advertising.  
*Prerequisite: FCS 304 or permission of instructor.*  
*Alternate years – offered 2008-2009*

**FCS 312  Perspectives on Aging**  
3 Credits  I

Geriatrics with emphasis on current issues including family and societal responsibilities, housing, clothing, economics, and nutritional needs. Opportunities are provided for observation of residential and intermediate facilities and for field experiences with appropriate agencies.  
*Offered on demand*

**FCS 319  Contemporary Family Relationships**  
3 Credits  S

Designed to analyze family and interpersonal relationships from a variety of conceptual frameworks to gain an understanding of the changes in society relative to marriage and family. Emphasis is placed upon the reciprocal impacts of relationships within the family and a person’s relationships to individuals and organizations outside the family. Knowledge and skills that facilitate an individual’s choices and actions are examined.  

**FCS 320  Sociology of the Family**  
(Cross-listed as Sociology 320)  
3 Credits  F

Examination of the human family historically and comparatively in various cultures with major emphasis placed upon the modern American family. Included are such topics as the diversity of family structures, the social construction of emotions, gender expectations and roles, parenting, the life cycle, and family tensions.  

**FCS 321  Housing**  
3 Credits  S

Aesthetic and economic factors and current problems in planning for family housing needs.  
*Alternate years – offered 2009-2010*

**FCS 322  Interior Design I**  
3 Credits  S

The interior environment of the home; selection, use, and care of home furnishings.  
*Prerequisite: ART 120*  
*Alternate years – offered 2008-2009*

**FCS 323  Interior Design II**  
3 Credits  F

An advanced course in architectural interiors, including recent developments in lighting and acoustical technology. Included are the history, function, and planning of architecture; interior design in current practice; introduction to interior...
construction and mechanical systems; and overview of the total profession.
Prerequisite: FCS 322 or permission of instructor
Alternate years – offered 2008-2009

**FCS 324**  
20th Century Interiors  
3 Credits  
A survey of interiors from 1900 to the present. Emphasis will be placed on the relationship of architecture and interior furnishings to the economic, political, religious, social and technical climate of the times.
Prerequisite: FCS 323

**FCS 330**  
Household Equipment  
3 Credits  
Principles involved in intelligent choice, care, and efficient operation of equipment in the home. Consideration is given to research findings and technological advances.
Alternate years – offered 2009-2010

**FCS 340**  
Curriculum and Instruction  
3 Credits  
Objectives, organization of materials, planning, special methods and techniques of communicating Family and Consumer Sciences. Consideration is given to current trends in Family and Consumer Sciences education and to presenting Family and Consumer Sciences to the general public. Organizational techniques and effective teaching methods and strategies are discussed to ensure the teaching of the content areas of the secondary Virginia Standards of Learning and the Family and Consumer Sciences National Standards.
Prerequisite: Junior classification
Offered on demand

**FCS 350**  
Life Span Nutrition and Wellness  
3 Credits  
Nutritional needs throughout each phase of the life cycle are emphasized. Instructional delivery appropriate to each age group is stressed.

**FCS 355**  
Nutrition for the Athlete  
3 Credits  
A study of the effects of nutrition on the well-being of the athlete and the relationship of good nutrition to optimum performance.
Prerequisite: FCS 240

**FCS 400**  
Child Growth and Development  
3 Credits  
Physical, psychological, and social development of the child from conception through puberty. Provisions are made for observing and working with preschool children.
Prerequisite: Sophomore, Junior, or Senior classification

**FCS 401**  
Historic Costume  
3 Credits  
Historical, literary, and artistic background of the costume of various countries from early civilizations to the present.
Prerequisite: History 105 or 110
Alternate years – offered 2009-2010

**FCS 408**  
Parent and Child Relationships  
3 Credits  
Parent-child interactions through the child rearing years. The roles of parents, the changing nature of the parent-child relationships throughout life-cycle stages, and changes in contemporary family structures with concomitant effects on parent-child relations are considered.
Offered on demand

**FCS 412**  
Occupation Program Management  
3 Credits  
This course is designed to address instructional practice, management, and evaluation appropriate for the secondary Family and Consumer Sciences classroom. Laws governing vocational education, its management and guidance and its relationship to state and national programs is considered. Experiences with the Family and Consumer Sciences student organization, FCCLA, will be provided.
Offered on demand
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
<th>Term(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>FCS 425</td>
<td>Family Economics</td>
<td>3</td>
<td>F</td>
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<tr>
<td></td>
<td>Principles of economic systems in relation to standards in selection of goods and services and sources of reliable consumer information. <em>Prerequisite: Economics 200</em></td>
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<tr>
<td>FCS 430</td>
<td>Family Management</td>
<td>3</td>
<td>S</td>
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</tbody>
</table>
|             | Management process and its significance on the quality of life experienced by families with consideration of values, goals, standards, decision making and resources. *Prerequisite: Junior or Senior classification*  
*Alternate years – offered 2009-2010* |
| FCS 455     | Community Nutrition                 | 3       | S       |
|             | A study of the health and nutritional concerns and needs of a community; the nutritional services available to the community; preventive nutrition practices; and the process involved in identifying, designing, and implementing programs for the community. *Prerequisite: FCS 240*  
*Alternate years – offered 2008-2009* |
| FCS 460     | Professional Family and Consumer Sciences Practicum | 3 or 6 | F, I, S |
|             | Field experiences in occupations related to Family and Consumer Sciences. Opportunities, qualifications, skills, and professional standards and ethics are studied. Two hours per week in class and a minimum of 100 (3 credits) or 200 (6 credits) hours of field experiences. *Prerequisite: Senior classification* |
| FCS 471     | Senior Seminar                      | 2       | F       |
|             | A capstone course emphasizing goal setting as well as personal and professional development and leadership skills. Involvement in professional organizations, the immediate and global community and service will be encouraged. Special topics and problems will be developed according to the individual’s specialization and professional interests. |
| FCS 480     | Internship                          | 3       | F, I, S |
| FCS 490     | Independent Study                   | 3       | F, I, S |
| FCS 491     | Research                            | 3       | F, I, S |
| FCS 500     | Honors Project                      | 3       | F, I, S |

*F* – FALL SEMESTER  
*I* – INTERTERM  
*S* – SPRING SEMESTER  
FAMILY AND CONSUMER SCIENCES
The Department of Foreign Languages offers a proficiency-orientated program, which is designed for students who want to increase their language skills and expand their knowledge of the culture and literature from the various areas where the language is spoken. We offer a major and a minor in French and Spanish, as well as a minor in German through our BCA overseas program. Our majors study a core of courses designed to develop listening, speaking, reading and writing along with cultural sensitivity and knowledge. Students supplement the core with courses best suited to their future plans.

A French or Spanish major is an excellent basis for graduate study in many fields, and there is also currently a strong demand for foreign language teachers. In addition, many of our majors and minors study a foreign language as a type of “value-added” component to their studies in another field. As a result, recent alumni of Bridgewater College’s Foreign Languages program are using their language skills in business, social work, government service, medicine, and education. The study of a foreign language not only enriches a student’s liberal arts education through the understanding and appreciation of another culture and language it also provides a practical skill for employment in our global community.

FOR INFORMATION ON CAREERS IN FOREIGN LANGUAGES, VISIT THE OFFICE OF CAREER SERVICES OR GO TO: WWW.BRIDGEWATER.EDU

FOREIGN LANGUAGE MAJOR REQUIREMENTS

The major in French or Spanish consists of a minimum of 30 credit hours in courses numbered 300 or above, and a semester abroad in the Brethren Colleges Abroad Program (see page 32 for a description of the program) or equivalent, usually in the student’s junior year, is strongly recommended.

Foreign Language Recognition

Students will receive a notation on their transcript upon completion of five courses in French or Spanish, with a 2.0 average or higher, including FREN/SPAN 201-202 (or placement). The three additional courses at the 300- or 400-level will be selected in consultation with the French or Spanish advisor from among the department’s course offerings taught in the foreign language.

Courses numbered 201 and 202 are prerequisite to all courses of a higher number taught in the language unless the department determines that a student is otherwise qualified.

FRENCH MAJOR REQUIREMENTS

A major in French requires the Bachelor of Arts degree. The French major will consist of a minimum of 30 credit hours, of which at least 24 must be taken on campus. The remaining six credits will normally be courses taken during the BCA experience. The major is distributed as follows:

Required courses

18 credit hours
FREN 301/302 Advanced Grammar and Composition I, II
FREN 310  Advanced Conversation and Diction
FREN 320  French Civilization and Culture OR
FREN 325  Modern French Culture
FREN 401 or 402  One survey of French Literature course
FREN 300 or 403  One Francophone course
And six credits in electives from the corpus of French courses numbered 300 or above; and six additional credits from BCA or other experience.

FRENCH MINOR REQUIREMENTS
A minor in French consists of 21 credit hours and is distributed as follows:
FREN 301/302  Advanced Grammar and Composition I, II
FREN 310  Advanced Conversation and Diction
FREN 320  French Civilization and Culture OR
FREN 325  Modern French Culture
FREN 401 or 402  One survey of French Literature course
And six credits in electives from the corpus of French courses numbered 300 or above.

COURSES
FREN 101, 102  Elementary French I, II
3 Credits  F, S
Introduction to the structure and practice of modern French through the skills of speaking, listening, reading, writing and culture.
Prerequisite to FREN 102: FREN 101 or placement

FREN 201, 202  Intermediate French I, II
3 Credits  F, S
Strengthening the skills of speaking, listening, reading, writing and culture at the intermediate level. Modern cultural and literary texts are included.
Prerequisite to FREN 201: FREN 102 or placement
Prerequisite to FREN 202: FREN 201 or placement

FREN 300  French Colonial Empire
3 Credits  1
The French Colonial Empire: how it came into being, the social and historical development of the separate colonies, the period of liberation, and its modern day form. The course is taught in English.
General Education: Global Diversity

FREN 301, 302  Advanced Grammar and Composition I, II
3 Credits each  F, S
Study and analysis of advanced grammatical structures, translation exercises and composition work.
Prerequisite for FREN 302: FREN 301

FREN 303  Creative Writing
3 Credits  S
Analysis of structure and style; exercises in composition; special attention to idiomatic use of language; practical experience in writing poetry, prose and drama in French.

FREN 305  Paris and the Provinces
3 Credits  1
A two-week visit to historical and cultural sites in France. It begins in Paris and the surrounding areas (Versailles and Chartres); then on to the provinces to see the chateaux of the Loire Valley, the medieval walled city of Carcassonne, and the Mediterranean Sea at Nice. Time is spent in the Alsace region visiting Strasbourg.
General Education: Europe

FREN 306  Francophone Literature in Translation
3 Credits  1
This course will study the work of representative authors from the corpus of Francophone Literature including their corresponding literary movements resulting from the social and historical background(s) in which they wrote. The course will not count toward a major or minor in French. Taught in English. (Credit may not be
received for both FREN 306 and FREN 403."

Prerequisite: ENG 101; ENG 102 recommended
General Education: Literature

FREN 310  Advanced Conversation and Diction
3 Credits  S

Expansion of listening and speaking skills. A study of French phonetics to improve pronunciation skills. Emphasis on development of oral communication skills sufficient to discuss complex issues and express abstract ideas.
Prerequisite: Permission of instructor

FREN 320  French Culture and Civilization
3 Credits  F

An introduction to French culture and its historical development through the French Revolution. Emphasis is on the intellectual, artistic, political, social, economic, and educational factors. Taught in French.

FREN 325  Modern French Culture
3 Credits  S

An introduction to French culture and its historical development after the Fall of the Ancien Regime and a study of modern-day France, including geography, and consideration of intellectual, artistic, political, social, economic and educational factors. Taught in French.
Prerequisite: FREN 320 or permission of instructor
General Education: Europe

FREN 360  Special Topics
3 Credits  F, I, S

Devoted to a subject chosen from the corpus of French/Francophone language, civilization, and literature. Possible topics include French African literature, phonetics, drama, French Canadian literature, civilization and culture of the French Caribbean, genre studies, and business French. The course may be taken more than once, provided different topics are covered. Taught in French.
General Education: Global Diversity or Europe, depending on topic

FREN 400  Foreign Language and ESL Teaching for Proficiency
(Cross-listed as SPAN 400)
3 Credits  S

Covers materials on instructional practice and evaluation techniques as they relate to the teaching of foreign languages and ESL. Materials and discussions are focused on the central theme of how to contextualize language instruction and how to run a proficiency-oriented classroom. Strongly recommended for those preparing to teach. Taught in English.

FREN 401  Survey of French Literature I
3 Credits  F

Representative French authors from the Middle Ages through the 18th century including social and historical background. Taught in French.
General Education: Literature

FREN 402  Survey of French Literature II
3 Credits  F

Representative French authors from the 19th and 20th centuries. Social and historical background is included. Taught in French.
General Education: Literature

FREN 403  Survey of Francophone Literature
3 Credits  S

Writings of representative Francophone authors (African, Caribbean, Quebecois), primarily of short stories, poetry and plays. Taught in French.
General Education: Literature

FREN 480  Internship
3 Credits  F, I, S

FREN 490  Independent Study
3 Credits  F, I, S

FREN 491  Research
3 Credits  F, I, S

FREN 500  Honors Project
3 Credits  F, I, S
**GERMAN MINOR REQUIREMENTS**

A minor in German consists of 18 credit hours numbered 300 or above, chosen in consultation with the German minor advisor. Coursework for the minor is normally done in Marburg, Germany, as part of the BCA program, but some advanced coursework also may be transferred from other colleges or universities with the approval of the Vice President and Dean for Academic Affairs.

**COURSES**

- **GER 101, 102**
  - **Elementary German I, II**
  - 3 Credits  F, S
  - Introduction to the structure and practice of modern German through the skills of speaking, listening, reading, writing and culture.
  - Prerequisite to GER 102: GER 101 or placement

- **GER 201, 202**
  - **Intermediate German I, II**
  - 3 Credits  F, S
  - Strengthening the skills of speaking, listening, reading, writing and culture at the intermediate level. Modern cultural and literary texts are included.
  - Prerequisite to GER 201: GER 102 or placement
  - Prerequisite to GER 202: GER 201 or placement

- **GER 490**
  - **Independent Study**
  - 3 Credits  F, S

**SPANISH MAJOR REQUIREMENTS**

A major in Spanish requires the Bachelor of Arts degree. The Spanish major will consist of a minimum of 30 credit hours, of which 24 must be taken on campus. The remaining 6 credits will normally be courses taken during the BCA experience. The major is distributed as follows:

**Required courses**

- 15 credit hours
  - SPAN 301/302  Advanced Grammar and Composition I, II
  - SPAN 310  Advanced Conversation and Diction
  - SPAN 320 or 325  Latin American or Spanish Culture and Civilization
  - SPAN 401 or 402  Spanish or Latin American Literature
  - And nine credits in electives from the corpus of Spanish courses numbered 300 or above; six additional credits from BCA or other experience.

**SPANISH MINOR REQUIREMENTS**

A minor in Spanish consists of 21 credits hours and is distributed as follows:

- **SPAN 101, 102**
  - **Elementary Spanish I, II**
  - 3 Credits each  F, S
  - Introduction to the structure and practice of modern Spanish through the skills of speaking, listening, reading, writing and culture.
  - Prerequisite to SPAN 102: SPAN 101 or placement

- **SPAN 201, 202**
  - **Intermediate Spanish I, II**
  - 3 Credits each  F, S
  - Strengthening the skills of speaking, listening, reading, writing and culture at the intermediate level. Modern cultural and literary texts are included.
  - Prerequisite to SPAN 201: SPAN 102 or placement
  - Prerequisite to SPAN 202: SPAN 201 or placement

**COURSES**

- **SPAN 301/302**
  - Advanced Grammar and Composition I, II

- **SPAN 310**
  - Advanced Conversation and Diction

- **SPAN 320 or 325**
  - Latin American or Spanish Culture and Civilization

- **SPAN 401 or 402**
  - Spanish or Latin American Literature

And six credits in electives from the corpus of Spanish courses numbered 300 or above.
SPAN 300  Introduction to the Spanish-Speaking Cultures of the World  
3 Credits  

This course is about the diversity of the people and cultures that make up the Hispanic world. Focusing on the political, economic and social conditions, this course is designed to help students better understand Central and South America. It will cover the legacy of Colonial institutions to the post-colonial Hispanic world, and then conjecture as to how these societies might be shaped in the future. Taught in English. 

General Education: Global Diversity

SPAN 301, 302  Advanced Grammar and Composition I, II  
3 Credits each  

An advanced study of the most important grammatical structures of Spanish, and extensive practice of these structures in the context of the skill areas of listening, speaking, reading, writing, and cultural competency.

SPAN 303  Aztecs, Mayas, and Incas  
3 Credits  

A study of three important pre-Columbian Indian civilizations of Latin America. Discussions focus on such topics as social structure and customs, rites and ceremonies, religion and mythology, and art and music. The class is taught in English. Credit available for Spanish majors or minors upon completion of a Spanish language component. 

General Education: Global Diversity

SPAN 305  Culture of Costa Rica  
3 Credits  

The purpose of this study abroad experience is two-fold: 1) Allow students to study the Spanish language in an immersion environment. This includes lodging with host families and daily classes at a Spanish language institute, and 2) To expose students to the life and culture of Central America, more specifically Costa Rica. While students live in and explore the modern Latin American city of San José, they will tour the museums of National History, Modern Art, and Jade; market areas; The National Theatre; Moravia, (artisan enclave); and other sites of interest. Additionally, they will make excursions into the countryside to see volcanoes, coffee and banana plantations, to learn about native flora and fauna in the rain and cloud forests, and to visit Manuel Antonio National Park and Reserve. Taught in Spanish. 

Prerequisite: SPAN 101  
General Education: Global Diversity

SPAN 306  Mexican Culture  
3 Credits  

This course will study the history and the culture of Mexico through selected readings, assignments, and excursions. These excursions are to Cuernavaca, Mexico City, Puebla, Cholula, and Acapulco. In Mexico City, the class will visit the National Museum of Anthropology, Diego Rivera and Frida Kahlo’s House and Museum, the pyramids of Teotihuacan, and the Palacio de Bellas Artes where we will attend the Folkloric Ballet of Mexico. Students will live with Mexican families so some knowledge of Spanish is needed. Tours are in Spanish, too, although readings may be either in English or Spanish. 

General Education: Global Diversity

SPAN 308  Spanish Life and Culture  
3 Credits  

History, culture, and geography of Spain are studied by traveling from the austere Medieval castles in the Central region to the lush Islamic palaces in southern Spain. 

General Education: Europe

SPAN 310  Advanced Conversation and Diction  
3 Credits  

Expansion of listening and speaking skills. Emphasis on development of oral communication skills sufficient to discuss complex issues and express abstract ideas. Not intended for native speakers of Spanish. 

Prerequisite: SPAN 202 or permission of the instructor
SPAN 320  Latin American Culture and Civilization  
3 Credits  F  
The historical development of Spanish-speaking and Latin America including consideration of geography as well as political, social, economic, intellectual, and artistic factors. Taught in Spanish.  
*General Education: Global Diversity*

SPAN 325  Spanish Culture and Civilization  
3 Credits  S  
The historical development of Spain, including consideration of geography, as well as political, social, economic, intellectual, and artistic factors. Taught in Spanish.  
*General Education: Europe*

SPAN 360  Special Topics  
3 Credits  F,S  
Devoted to a subject chosen from the corpus of Hispanic language, culture and civilization. Possible topics include phonetics, creative writing, business Spanish, Spanish for the professions, and the influence of Hispanic culture in the United States. A student is allowed to take the course more than once, provided different topics are covered. Taught in Spanish.  
*General Education: May count as Global Diversity or Europe, depending on topic*

SPAN 400  Foreign Language and ESL Teaching for Proficiency  
(Cross-listed as French 400)  
3 Credits  S  
Covers materials on theory, instructional practice, and evaluation techniques as they relate to the teaching of foreign languages and ESL. Materials and discussions are focused on the central theme of how to contextualize language instruction and how to run a proficiency-oriented classroom. Strongly recommended for those preparing to teach. Taught in English.

SPAN 401  Spanish Literature  
3 Credits  F  
Representative authors, works, and literary movements of Spain, including social and historical background. Taught in Spanish.  
*General Education: Literature*

SPAN 402  Latin American Literature  
3 Credits  F  
Representative authors, works, and literary movements of Latin America, including social and historical background. Taught in Spanish.  
*General Education: Literature*

SPAN 403  Topics in Hispanic Literature  
3 Credits  S  
Devoted to the study of a specific literary topic. Possible topics include: Latin American short story, Hispanic women writers, Hispanic literature in the United States, and genre courses (drama, poetry, novel). A student is allowed to take the course more than once, provided different topics are studied. Taught in Spanish.  
*General Education: Literature*

SPAN 480  Internship  
3 Credits  F,I,S  

SPAN 490  Independent Study  
3 Credits  F,I,S  

SPAN 491  Research  
3 Credits  F,I,S  

SPAN 500  Honors Project  
3 Credits  F,I,S
Health and Exercise Science

The mission of the Department of Health and Exercise Science is to broaden student’s intellectual base in the various disciplines of health and exercise science. Students pursuing majors in the department are challenged to explore the scientific foundations of human movement as well as current issues relating to individual and public health. This includes study in sub-disciplines such as kinesiology, human anatomy, motor behavior, exercise physiology, psychology of physical activity, first aid and safety, nutrition, and all aspects of health. The department integrates significant field and laboratory opportunities with classroom experience to comprehensively prepare students to pursue careers such as teaching, allied health, athletic training, nutrition and wellness, coaching and various equestrian related occupations.

In addition to major and minor course offerings in the department, students across the campus are invited to explore interests in physical activity and wellness. Instruction in activities that develop new physical skills that are designed to translate into lifetime activity and healthy living is an objective of the department and the College in general. This objective is reflected in the College’s General Education Core which requires all students to satisfactorily complete the Department’s Wellness course and at least one physical activity course.

▶ FOR INFORMATION ON CAREERS IN HEALTH AND EXERCISE SCIENCE, VISIT THE OFFICE OF CAREER SERVICES OR GO TO: WWW.BRIDGEWATER.EDU
HEALTH AND EXERCISE SCIENCE
MAJOR REQUIREMENTS

A major in Health and Exercise Science consists of 48 credit hours in the following courses:

- ES 201  Health Concepts and Strategies
- ES 215  Research Methods
- ES 249  Nutritional Concepts in Exercise Science
- ES 260  First Aid and Safety
- ES 300  Personal and Community Health
- ES 320  Kinesiology
- ES 325  Principles of Health and Physical Fitness Assessment
- ES 329  Practicum in Health & Exercise Sciences
- ES 335  Physiology of Exercise
- ES 345  Motor Behavior
- ES 356  Management Concepts in Health Care or ES 360 Organization and Administration of Health and Exercise Science
- ES 368  Psychological Principles of Physical Activity
- ES 427  Health and Promotion of Wellness
- BIOL 305  Introduction to Human Anatomy
- BIOL 314  Human Physiology
- CHEM 125  Fundamentals of Inorganic Chemistry

This major is designed to introduce students to the sub-disciplines of health and exercise science, providing students with a sound preparation upon which to develop a career or to pursue graduate study in the discipline. The Health and Exercise Science major may not be taken as a dual major with Allied Health Science.

HEALTH AND PHYSICAL EDUCATION
MAJOR REQUIREMENTS

A major in Health and Physical Education is offered for the student pursuing a career in teaching health and/or physical education and consists of 48 credit hours. Separate admission to the Teacher Education program is a requirement for anyone wishing to graduate with a major in Health and Physical Education. Specific admissions criteria for the Teacher Education Program are found on page 109. The major consists of the following courses:

- ES 260  First Aid and Safety
- ES 300  Personal and Community Health
- ES 318  Human Anatomy and Physiology
- ES 320  Kinesiology
- ES 335  Physiology of Exercise
- ES 340*  Health and Exercise Science Methods
- ES 345  Motor Behavior
- ES 350*  Tests and Measurements
- ES 360  Organization and Administration of Health and Exercise Science
- ES 368  Psychological Principles of Physical Activity
- ES 370*  Teaching Methods for Secondary Physical Education
- ES 385  Adapted Physical Education and Recreation
- ES 426*  Teaching Methods for Elementary Physical Education
- ES 427  Health and Promotion of Wellness

Three activity courses of which one must be ES 162: Swimming
Minimum of three credit hours from ES 371-379

In addition to the major, the following courses are required for liscensure/certification:

- EDUC 140  Introduction to Foundations of American Education
- EDUC 200*  Psychology of Education & Development
- EDUC 201*  Field Experience I
- EDUC 215*  Exceptional Student in the Classroom
**ATHLETIC TRAINING MAJOR REQUIREMENTS**

A major in Athletic Training consists of 51 credit hours from the following courses:

- **ES 249**  Nutritional Concepts in Exercise Science
- **ES 250**  Emergency Care and Prevention of Athletic Injuries
- **ES 251**  Basic Concepts in Athletic Training
- **ES 252**  Clinical Affiliation I: Introduction to Athletic Training
- **ES 300**  Personal and Community Health
- **ES 320**  Kinesiology
- **ES 335**  Physiology of Exercise
- **ES 351**  Athletic Injury Evaluation
- **ES 352**  Clinical Affiliation II: Lower Extremity
- **ES 353**  Clinical Affiliation III: Upper Extremity
- **ES 354**  Therapeutic Modalities
- **ES 355**  Therapeutic Exercise and Rehabilitation
- **ES 356**  Management Concepts in Health Care
- **ES 450**  Advanced Clinical Evaluation Training
- **ES 451**  Clinical Affiliation IV: Equipment Intensive
- **ES 452**  Clinical Affiliation V: General Medical
- **ES 453**  Counseling and Pharmacology
- **BIOL 305**  Introduction to Human Anatomy
- **BIOL 314**  Human Physiology

This major is designed for individuals looking to prepare for an allied health career in athletic training. In addition, the major provides an added avenue for students interested in pursuing graduate studies in physical therapy or occupational therapy.

Students are required to maintain a cumulative grade point average of 2.5 and complete the application process to the Department of Health and Exercise Science (January 15th each year is the deadline). Additionally, students must complete their clinical experience under the supervision of an approved clinical instructor and successfully complete the Clinical Competencies and Proficiencies and the five clinical affiliations.

**ADMISSIONS STANDARDS**

Admission to the Athletic Training major is regardless of sex, race, color, national or ethnic origin or disability. Only applicants who have met the minimum requirements established below will be considered for a position. The admission process will be competitive for limited positions. Admission packets may be requested from the Director of the Athletic Training Program.

- Understand and sign the Technical Standards Form for the athletic training program.
- A complete application—submitted before January 15th of the application year.
- Three letters of reference—stipulating academic and leadership potential and overall character of the applicant—from the faculty at Bridgewater College.
- Completion of a minimum of 200 “pre-placement” hours with intercollegiate athletics at Bridgewater College. These hours are used to familiarize the student with the
The Athletic Training Educational Program at Bridgewater College is a rigorous and intense program that places specific requirements and demands on the students enrolled in the program. An objective of this program is to prepare graduates to enter a variety of employment settings and to render care to a wide spectrum of individuals engaged in physical activity. The technical standards set forth by the Athletic Training Education Program establish the essential qualities considered necessary for students admitted to this program to achieve the knowledge, skills, and competencies of an entry-level athletic trainer, as well as meet the expectations of the program’s accrediting agency (Commission on Accreditation of Athletic Training Education [CAATE]). The following abilities and expectations must be met by all students admitted to the Athletic Training Education Program. In the event a student is unable to fulfill these technical standards, with or without reasonable accommodation, the student will not be admitted into the program. Compliance with the program’s technical standards does not guarantee a student’s eligibility for the BOC certification exam.

Candidates for selection to the Athletic Training Educational Program must demonstrate:

1. The mental capacity to assimilate, analyze, synthesize, integrate concepts and problem solve to formulate assessment and therapeutic judgments and to be able to distinguish deviations from the norm.

2. Sufficient postural and neuromuscular control, sensory function, and coordination to perform appropriate physical examinations using accepted techniques; and accurately, safely and efficiently use equipment and materials during the assessment and treatment of patients.

3. The ability to communicate effectively and sensitively with patients and colleagues, including individuals from different cultural and social backgrounds; this includes, but is not limited to, the ability to establish rapport with patients and communicate judgments and treatment information effectively. Students must be able to understand and speak the English language at a level consistent with competent professional behavior.

4. The ability to record the physical examination results and a treatment plan clearly and accurately.

5. The capacity to maintain composure and continue to function well during periods of high stress.

6. The perseverance, diligence and commitment to complete the athletic training education program as outlined and sequenced.

7. Flexibility and the ability to adjust to changing situations and uncertainty in clinical situations.

8. Affective skills and appropriate demeanor and rapport that relate to professional education and quality patient care.

Candidates for selection to the athletic training educational program will be required to verify they understand and meet these technical standards or that they believe that, with certain accommodations, they will meet the standards.

The Bridgewater College Director of the Student
Resource Center will evaluate a student who states he/she could meet the program’s technical standards with accommodation and confirm that the stated condition qualifies as a disability under applicable laws.

If the student states he/she can meet the technical standards with accommodation, then the College will determine whether it agrees that the student can meet the technical standards with reasonable accommodation; this includes a review of whether the accommodations requested would jeopardize clinician/patient safety, or the educational process of the student or the institution, including all coursework, clinical experiences and internships deemed essential to graduation.

TRANSFER STUDENTS

A student who has attended another accredited college or university and is in good standing may apply for admission to Bridgewater College. One who has attended an accredited two-year college may transfer as many as 68 credits in courses comparable to those offered at Bridgewater College. Transfer students applying for admission to Bridgewater College must have a cumulative grade point average of 2.0 or above and be in good standing at the college they are attending. A transfer student applying for admission into the Bridgewater College Athletic Training Education Program must have a minimum of a 2.5 cumulative grade point average and must have completed the aforementioned admissions standards (Technical Standards Form, ES 249, 250; BIOL 305 observational hours, essay, application and interview). No student will be admitted into the program without successful completion of the pre-placement phase. Credentials collected for admission include all of those that are required for first-time entering students as well as Dean’s Reference Form (included with a letter from the Director of Enrollment Operations acknowledging receipt of the application) and an official transcript from each institution of higher learning attended since completion of the secondary program. Transcripts will be evaluated by the Registrar on a course-by-course basis. Credit will be awarded only for those courses that a grade of C or above has been earned. The only course that may be transferred in within the Athletic Training Major is ES 250. All other courses for this major must be taken at Bridgewater College. Other general education requirements may be transferred based on the above criteria.

GRADUATION REQUIREMENTS

1. Complete a minimum of 123 credits with a minimum of 48 credits chosen from junior-senior level courses.
2. Complete general education requirements.
3. Complete course requirements for the major, and earn a passing score on a written comprehensive examination in the major.
4. Earn a minimum cumulative grade point average of 2.5 and a minimum grade point average of 2.5 in courses required for the major.
5. Successful completion of the Clinical Competencies and Proficiencies.
6. Successful completion of the five Clinical Affiliations (introduction to athletic training, upper extremity intensive sports, lower extremity intensive sports, equipment intensive sports, and medical intensive rotation).

Following successful completion of this program, a student will be eligible to sit for the Board of Certification (BOC) exam.

ALLIED HEALTH SCIENCE MAJOR REQUIREMENTS

A major in Allied Health Science consists of 45 credit hours including:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>ES 201</td>
<td>Health Concepts and Strategies</td>
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<tr>
<td>ES 215</td>
<td>Research Methods</td>
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<tr>
<td>ES 249</td>
<td>Nutritional Concepts in Exercise Science</td>
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<td>ES 260</td>
<td>First Aid and Safety</td>
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<td>ES 300</td>
<td>Personal and Community Health</td>
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<td>ES 320</td>
<td>Kinesiology</td>
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<tr>
<td>ES 325</td>
<td>Principles of Health and Physical Fitness Assess</td>
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</tbody>
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HEALTH AND EXERCISE SCIENCE

F – FALL SEMESTER | I – INTERTERM | S – SPRING SEMESTER
The Allied Health Science major may not be taken as a dual major with Health and Exercise Science.

**NUTRITION AND WELLNESS MAJOR REQUIREMENTS**

A major in Nutrition and Wellness consists of the following courses:
- FCS 240  Contemporary Nutrition and Wellness
- FCS 350  Lifespan Nutrition and Wellness
- FCS 355  Nutrition for the Athlete
- FCS 455  Community Nutrition
- ES 300  Personal and Community Health
- ES 320  Kinesiology
- ES 325  Principles of Health and Physical Fitness Assessment
- ES 335  Physiology of Exercise
- ES 427  Health Promotion and Wellness
- BIOL 305  Introduction to Human Anatomy
- CHEM 250  Fundamental Organic Chemistry
- MATH 200  Introduction to Statistics
- SOC 355  Counseling and Personal Development Electives

*The following courses are recommended electives to be chosen according to career objectives:*
- FCS 250  International Foods and Nutrition
- FCS 460  Professional Family & Consumer Sciences Practicum
- ES 205  Introduction to the Allied Health Profession
- ES 480  Internship
- BIOL 207  Organisms I
- CHEM 405  Biochemistry
And any fitness activity courses.

This is an interdisciplinary major (in cooperation with the Department of Family and Consumer Sciences) and is offered for students interested in careers in wellness, health promotion, and fitness leadership.

**HEALTH AND EXERCISE SCIENCE MINORS**

The Department of Health and Exercise Science offers three minor programs of study as follows:

**COACHING**

A minor in Coaching consists of the following courses:
- ES 260  First Aid and Safety
- ES 335  Physiology of Exercise
- ES 345  Motor Behavior
- ES 360  Organization and Administration of Health and Exercise Science
- ES 368  Psychological Principles of Physical Activity
- 3 courses from ES 371-380
- ES 480  Internship

This minor may not be taken with a major in Health and Physical Education or Health and Exercise Science.

**EQUINE STUDIES**

A minor in Equine Studies consists of the following courses:
- BIOL 205  The Biology of Horses
- ES 200  Equine Development and Behavior
- ES 305  Equine Lameness and Disease
- ES 480  Internship

*3 additional courses chosen from:*
- ES 210  Equine Farm and Stable Management
- ES 220  Theories of Riding
- ES 330  Conformation: Form and Function
- ES 400  Training and Schooling

This minor is designed as an excellent adjunct
for students in several majors including business, biology and pre-veterinary science. In addition, students interested in pursuing further study and/or careers in various equine fields will benefit from the addition of this minor to their curriculum. Facilities that will be used in support of the Equine Studies minor include the Bridgewater College stables located on the eastern edge of the campus and Bridgewater College Equestrian Center, located several miles southeast of campus and the home stable for the Bridgewater College Equestrian Program.

**NUTRITION AND WELLNESS**

A minor in Nutrition and Wellness consists of the following courses:

- **FCS 240** Contemporary Nutrition and Wellness
- **FCS 355** Nutrition for the Athlete
- **BIOL 305** Introduction to Human Anatomy
- **CHEM 250** Fundamental Organic Chemistry
- **ES 300** Personal and Community Health
- **ES 325** Principles of Health and Physical Fitness Assessment
- **ES 335** Physiology of Exercise
- **ES 427** Health Promotion and Wellness

**PRE-PROFESSIONAL PROGRAMS AND ARTICULATION AGREEMENTS**

Majors in Allied Health Science and Athletic Training can specifically prepare a student for graduate school admissions in the fields of **physical therapy and occupational therapy**. The student should team with his/her advisor in order to devise a plan allowing the student to complete all prerequisite courses for graduate school admissions. Certain articulation agreements exist which may provide graduates of Bridgewater College certain priority placement in physical therapy schools. Bridgewater College has articulation agreements with Shenandoah University and The George Washington University for **physical therapy** education. Students applying to these programs having achieved minimal admissions criteria will be strongly considered for admissions into the Doctorate of Physical Therapy Program. All questions regarding the articulation agreements, including specific admissions criteria and dual enrollment options, should be directed to the student’s advisor or the Department Chair of Health and Exercise Science. For more information on pre-professional programs visit [www.bridgewater.edu](http://www.bridgewater.edu)

**GENERAL EDUCATION REQUIREMENTS**

In addition to major offerings, the Department of Health and Exercise Science contributes to the College’s general education program. All students are required to complete ES 105: Wellness, and to develop skill in a physical activity by completing a 1-credit activity course. No more than four credits in activity courses may be applied toward graduation. Activity courses meeting the College’s general education requirement are listed as follows:

- **ES 120** Bowling; 1 Credit; F, S
- **ES 123** Ballet; 1 Credit; F, S
- **ES 126** Aerobic Dancing; 1 Credit; F, S
- **ES 135** Golf; 1 Credit; F, S
- **ES 145** Handball-Racquetball; 1 Credit; S
- **ES 152** Snow Skiing; 1 Credit; I
- **ES 155** Snowboarding; 1 Credit; I
- **ES 162** Swimming; 1 Credit; F, S
- **ES 163** Aqua Aerobics; 1 Credit; F, S
- **ES 165** Tennis; 1 Credit; F, S
- **ES 175** Conditioning and Weight Training; 1 Credit; F, S
- **ES 177** Fitness-Jogging; 1 Credit; F, S
- **ES 180** Fitness and Weight Control; 1 Credit; S
- **ES 185** Horseback Riding; 1 Credit; F, S
- **ES 190** Cycling; 1 Credit; F
- **ES 362** Lifeguard Training; 1 Credit; S
**COURSES**

**ES 105  Wellness**  
2 Credits  F, I, S  
A general education course examining the principles of wellness and encouraging the lifelong practice of wellness habits. Emphasis is placed upon personal assessment, behavioral change, and lifetime applications. 
*General Education: Core Skills*

**ES 200  Equine Development and Behavior**  
3 Credits  S  
The course includes the history of the horse and continues through the development and behavior of the horse today. The student will have an appreciation of the evolutionary development of the horse; his mental and physical capabilities; and as a result, better association with the horse through this understanding and reason. 
*Alternate years – offered 2009-2010*

**ES 201  Health Concepts and Strategies**  
2 Credits  F, S  
Research, reports, and guided discussion in contemporary health issues that are especially pertinent in today’s society.

**ES 205  Introduction to the Allied Health Professions**  
3 Credits  I  
This course is designed to examine a variety of allied health professional careers. Some of the professions that are examined include athletic training, physical therapy, occupational therapy, prosthetics, massage therapy, exercise physiology, physician assistant, nursing, chiropractic, and pharmacy. The course provides a combination of guest speakers, lecture, research, and class trips to a variety of local allied healthcare settings.

**ES 207  First Respondent First Aid and Emergency Care**  
3 Credits  I  
Provides training in the provision of emergency care for those who are likely to be the first person responding to the scene of an accident, fire, or medical emergency.

**ES 210  Equine Farm and Stable Management**  
3 Credits  F  
The course objectives are to develop a strong working knowledge of preventative health maintenance, facility management, and daily management of the stabled horse. It will include such topics as sanitation, pasture and feed selection, public relations, legalities and liabilities, buildings and equipment management and operation, record-keeping systems, and routine veterinary practices. This three-hour course includes two hours of lecture and two hours of practical application each week.

**ES 215  Research Methods**  
3 Credits  S  
Designed to introduce students to the research process. Covered topics include formulating research questions, research methods relevant to the physical activity setting, general statistical concepts relevant to research, evaluation, presentation of research, and research ethics. 
*MATH 200 recommended but not required.*

**ES 220  Theories of Riding**  
3 Credits  F  
This course contains the theories involved in the development of the riding skills necessary to become successful riders. Also included will be a discussion of the thinking behind the success of many famous riders and how they have modified and perfected their style. 
*Prerequisites: Must have previous experience in basic hunter seat equitation.* 
*Alternate years – offered 2009-2010*

**ES 249  Nutritional Concepts in Exercise Science**  
3 Credits  F, S  
Designed to inform the student of basic nutritional requirements of active individuals and the relationship of proper nutrition to increased

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*F – FALL SEMESTER  I – INTERTERM  S – SPRING SEMESTER*
health and human performance. Specific topics to be covered include how nutrients (e.g., carbohydrates, proteins) can influence exercise performance, appropriate ways to manage weight, and evaluation of the role of ergogenic aids in human performance.

**ES 250  Emergency Care and Prevention of Athletic Injuries**  
3 Credits  F

Designed as a survey course in athletic training. Introduces the student to prevention of injuries, emergency care, general medical conditions and administration.

**ES 251  Basic Concepts in Athletic Training**  
3 Credits  S

Designed to introduce the student to risk factors, prevention, etiology (anatomical, biomechanical and physiological mechanisms), recognition and treatment of recreational and competitive sports injuries.  
*Prerequisites: ES 250, BIOL 305 and ES 320*

**ES 252  Clinical Affiliation I: Introduction to Athletic Training**  
1 Credit  S

This affiliation is designed to introduce the newly admitted athletic training student to the competencies and proficiencies related to the field of athletic training.  
*Prerequisites: ES 250 and Admission to the Athletic Training Educational Program*

**ES 260  First Aid and Safety**  
3 Credits  F,S

Fundamentals of administering first aid in all its aspects with attention to the prevention and treatment of athletic injuries. Emphasis is placed on general safety procedures surrounding activities of school, college, and community environments.

**ES 300  Personal and Community Health**  
3 Credits  F,S

The course focuses on obtaining knowledge and skills related to contemporary health issues, intentional and unintentional injuries, heart disease, cancer, and communicable diseases. Analysis of the major risk factors threatening a person’s health is a major focus.

**ES 305  Equine Lameness and Disease**  
3 Credits  S

The scope of this course is to introduce the student to common lamenesses; their etiology, diagnosis, treatment, and preventative measures. It will also familiarize the student with a multitude of common equine disease entities; their etiology, diagnosis, treatment, and preventative practices.  
*Alternate years – offered 2008-2009*

**ES 315  Wilderness Orientation**  
3 Credits  I

Students will learn a variety of outdoor skills and techniques including minimum-impact backpacking and camping, orienteering, backcountry first aid, and backcountry ethics. Students will gain practical experience in wilderness leadership to help prepare for opportunities in the field of outdoor education and recreation. This is a field course to be offered in various wilderness environments. Intense pace requires motivation and good physical condition.  
*Prerequisite: Permission of instructor (personal fitness will be a parameter)*

**ES 318  Human Anatomy and Physiology**  
3 Credits  F

This course is an introduction to human structures and physiological systems, which are fundamental to human activity. Systems covered include musculoskeletal, respiratory, cardiovascular and nervous with particular attention to the integration of function across systems. Students needing a laboratory-based course should take BIOL 305 (Introduction to Human Anatomy) and BIOL 314 (Human Physiology) as an alternative.

**ES 320  Kinesiology**  
3 Credits  F,S

The primary purpose of this course is to educate students in the function of the human muscolo-
skeletal system. The course will emphasize selected musculoskeletal structures and their functions, as well as analysis of movements as they relate to physical activity, exercise, and sport.

*Prerequisite: BIOL 305 or ES 318*

**ES 325**  
**Principles of Health and Physical Fitness Assessment**  
3 Credits  F, S

Practical experience in evaluation of physical fitness and its application to the implementation of safe and effective exercise training programs.

**ES 329**  
**Practicum in Health & Exercise Science**  
2 Credits  F, S

This course is designed as a practicum experience consistent with the career objectives of the student. The student will be expected to complete 100 hours of competency-based work in an environment relevant to the discipline.

*Prerequisite: ES 325 or permission of the instructor*

**ES 330**  
**Conformation: Form and Function**  
3 Credits  F

The relationship between the horses’ conformation and its function or performance. Included in the topics discussed will be methods of evaluation, breed and function requirements, and methods of judging. It requires two lecture hours and two hours of practical application per week.

*Alternate years – offered 2008-2009*

**ES 335**  
**Physiology of Exercise**  
3 Credits  F, S

Basic physiological concepts of the nervous, muscular, and energy systems. Included is the effect of exercise on such functions as circulation, respiration, and temperature regulation.

*Prerequisite: BIOL 305 or ES 318*

**ES 340**  
**Health and Exercise Science Methods**  
3 Credits  S

Administration of school health and exercise science programs, including health instruction, environmental services, and curriculum content.

Methods and materials used in teaching health and exercise science are covered. Experiences in unit structure and application of teaching techniques are provided.

*Prerequisite: ES 300 and EDUC 215*

**ES 345**  
**Motor Behavior**  
3 Credits  F

The study of human movement from the perspectives of motor learning, motor development, and motor control will be examined. This course highlights how basic psychological learning principles and theories apply to the acquisition of motor skills and factors which may influence skill learning. Examination of physical growth and development as related to motor performance across the lifespan will also be discussed.

**ES 350**  
**Tests and Measurements**  
3 Credits  S

This course covers the principles of measurement and evaluation as applied to physical education and exercise science. The purpose of this course is to assist students in constructing and/or identifying appropriate tests in the three domains of human performance (cognitive, affective, and psychomotor) and to have students engage in the measurement and evaluation of these assessment tools.

*Prerequisite: EDUC 215*

**ES 351**  
**Athletic Injury Evaluation**  
4 Credits  F

Designed to address systemic evaluation techniques of athletic injuries. At the completion of this course, the student should be able to demonstrate psychomotor and analytical skills to accurately complete a systemic evaluation of an athletic injury, suggest a physical dysfunction based on the analysis of the evaluation findings and plan a treatment approach based on the assessment.

*Prerequisites: ES 251 and BIOL 314 or permission of instructor*
ES 352  Clinical Affiliation II: Lower Extremity  
1 Credit  
This affiliation is designed to assess the competencies and proficiencies related to the evaluation and care of lower extremity injuries and illnesses.  
Prerequisites: Satisfactory grade in ES 252

ES 353  Clinical Affiliation III: Upper Extremity  
1 Credit  
This affiliation is designed to assess the competencies and proficiencies related to the evaluation and care of upper extremity injuries and illnesses.  
Prerequisite: Satisfactory grade in ES 352

ES 354  Therapeutic Modalities  
4 Credits  
Designed to provide the student with a complete understanding of the theoretical bases of treatment goals, appropriate therapeutic modality selection, application and assessment of the treatment response that is required for the successful integration of therapeutic modalities into the athletic training practice. This course will also provide the student with the theoretical foundations (physiology, physics and safety) for appropriate decision-making in the selection of the appropriate therapeutic modality. The student will learn the appropriate psychomotor skills for pre-treatment assessment, treatment set-up, modality application, and assessment of treatment response and appropriate documentation.  
Prerequisite: ES 351 or permission of instructor

ES 355  Therapeutic Exercise and Rehabilitation  
4 Credits  
Designed to allow the student to develop a rehabilitation program for an individual recovering from an activity injury. Upon successful completion of this course, the student will be able to present a theoretical and practical approach for the design of rehabilitation protocols and the use of available rehabilitation equipment. Students will understand specific parameters for providing exercise and rehabilitation recommendations for people encountering special disease, illness or injury states.  
Prerequisite: ES 351 or permission of instructor

ES 356  Management Concepts in Health Care  
3 Credits  
Course content is designed for the future healthcare worker. Including concepts of administration such as devising policy and procedures, record-keeping, budgeting, facility design, risk management and productivity standards.

ES 360  Organization and Administration of Health and Exercise Science  
3 Credits  
Desirable standards and policies in the organization, supervision, and administration of health, exercise science and athletics on all school levels and in all phases of the program.

ES 363  Lifeguarding Instructor  
2 Credits  
Designed to train instructor candidates to teach the American Red Cross (ARC) courses and to review courses and challenges in the following: Lifeguard Training, Community Water Safety, CPR for the Professional Rescuer, Lifeguarding Instructor Aide and Longfellow’s Whales Tales.  
Prerequisite: ES 362  
Offered alternate years

ES 366  Water Safety Instructor  
2 Credits  
Designed to train instructor candidates to teach the American Red Cross (ARC) Swimming and Water Safety course in the following: Infant and Pre-school Aquatics Program, Levels I-VII of the Learn to Swim Program, Community Water Safety course, Water Safety Instructor Aide course, and Safety Training for Swim Coaches course (additional training required).  
Prerequisite: ES 362  
Offered alternate years

ES 368  Psychological Principles of Physical Activity  
3 Credits  
This course is designed to examine how psychological factors (e.g., motivation, anxiety, attention,
positive reinforcement, self-perceptions, cohesion) influence involvement and performance in the sport, exercise, and physical education settings. Emphasis will also be placed on the psychological and sociological implications emanating from participating in physical activity.

**ES 370**  
**Teaching Methods for Secondary Physical Education**  
3 Credits  S  

The course is designed to prepare a physical educator to teach individual, dual, and lifetime sports at the secondary level. Special emphasis is placed on developing methods and resources that are applicable to teaching situations that will be encountered during student and professional teaching experiences.  
*Prerequisite: EDUC 215*

**ES 371-379**  
**Teaching and Coaching Methods**  
1-2 Credits  F, S  

Techniques of teaching and coaching popular sports from basic fundamentals to detailed strategies. Organizational methods and administrative concerns particular to the specific sport are included.

**ES 371**  
**Coaching Football**  
2 Credits  F  

**ES 372**  
**Coaching Track and Field**  
1 Credit  S  

**ES 373**  
**Coaching Basketball**  
2 Credits  F  

**ES 374**  
**Coaching Baseball and Softball**  
1 Credit  S  

**ES 375**  
**Coaching Tennis**  
1 Credit  F  

**ES 377**  
**Coaching Volleyball**  
1 Credit  S  

**ES 379**  
**Coaching Soccer**  
1 Credit  S  

**ES 385**  
**Adapted Physical Education and Recreation**  
3 Credits  F, S  

This course is designed to examine the field of Adapted Physical Education. Exposure to recreational needs and capabilities of people with disabilities is provided. Practical experience in working with the special populations is included as well as orientation to wheelchair sports.

**ES 400**  
**Training and Schooling**  
3 Credits  S  

The student will learn to select suitable hunter/jumper prospects, to teach basic methods used in breaking horses, to understand the necessary facilities and equipment necessary to accomplish particular goals, the flatwork requirements and over fences gymnastics needed to educate the young or problem horse, to prepare for horse shows, and to identify the necessary characteristics, personality traits, and abilities to become a successful trainer in the horse world of today. This course requires a two-hour lecture and two hours of practical application weekly.  
*Alternate years – offered 2008-2009*

**ES 426**  
**Teaching Methods for Elementary Physical Education**  
3 Credits  F  

This course is intended to introduce students to the field of elementary physical education and provide future teachers with teaching skills and techniques that can help them create successful elementary physical education programs. Additionally, the course will introduce students to a variety of activities that help future teachers meet the NASPE standards for being a physically educated person.  
*Prerequisite: EDUC 215*
**ES 427**  **Health Promotion and Wellness**  
3 Credits  F, S

This course focuses on the development of intervention strategies to modify health risk behaviors, theoretical concepts, and strategies to evaluate health promotion programs.

**ES 441**  **Foundations of Traffic Safety**  
3 Credits  SUM I

This course is the first of two courses required by the Virginia Department of Education for an endorsement in driver education. The intent of this course is to develop a thorough understanding of the highway transportation system, the complexity of the driving task, factors contributing to the performance of highway users, and attitudes and skills necessary to develop competent drivers. It will also provide prospective teachers with the essential knowledge and skills to effectively deliver the course content as presented in the Administrative and Curriculum Guide for Driver Education in Virginia.

**ES 445**  **Foundations of Methodologies of Classroom and In-Car Instruction**  
3 Credits  SUM II

This is the second of two courses required by the Commonwealth of Virginia for endorsement in driver education. This course incorporates an in-depth study of current teaching methods and research in the field of driver education. Emphasis is placed on organization and administration, classroom instruction, single car instruction, multiple-car range, simulation and evaluation. Emphasis will be placed on actual teaching skills including a minimum of 20 hours of actual behind-the-wheel, supervised teaching experience. Course content is consistent with the Administrative and Curriculum Guide for Driver Education in Virginia.  
Prerequisites: ES 441 and a valid driver’s license

**ES 450**  **Advanced Clinical Evaluation**  
3 Credits  F

Designed to provide the student with additional opportunities for practical application of the advanced concepts of athletic training. The class will provide a large number of experiences geared toward critically analyzing injuries and their ensuing treatments.  
Prerequisite: ES 351

**ES 451**  **Clinical Affiliation IV: Equipment Intensive**  
1 Credit  F

This affiliation is designed to assess the competencies and proficiencies related to the application and care of protective medical devices and athletic equipment.  
Prerequisite: Satisfactory grade in ES 353

**ES 452**  **Clinical Affiliation V: General Medical**  
1 Credit  S

This affiliation is designed to assess the competencies and proficiencies related to the evaluation and care of general medical conditions.  
Prerequisite: Satisfactory grade in ES 451

**ES 453**  **Counseling and Pharmacology**  
3 Credits  S

Designed to introduce the student to the concepts of pharmacology and counseling. Students will complete the final requirements set forth by the Board of Certification (BOC) for examination and perform in-services for underclass athletic training students.  
Prerequisite: ES 450

**ES 480**  **Internship**  
3 Credits  F, I, S

**ES 490**  **Independent Study**  
3 Credits  F, I, S

**ES 491**  **Research**  
3 Credits  F, I, S

**ES 500**  **Honors Project**  
3 Credits  F, I, S

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**HEALTH AND EXERCISE SCIENCE**  

_F - FALL SEMESTER  I - INTERTERM  S - SPRING SEMESTER_
History and Political Science

The Department of History and Political Science prepares students for a life of active citizenship and intellectual engagement by offering broad exposure to the historical evolution and contemporary challenges of the world and its peoples. Knowledge of history equips students for participation in core social, political, economic, and religious institutions by providing essential information about them, and it helps students grasp the possibilities of the future and understand both themselves and others across the world. Political Science courses teach critical analysis of the institutions, policies, and philosophies of government so that students become effective citizens in local, national, and global communities and influence the political conversation that shapes the world.

The departmental program offers majors in History, Political Science, History and Political Science, and International Studies. Students may minor in History, Political Science or International Studies and the department also offers a concentration in American History. The History major includes U.S., European, and non-Western history. The Political Science major studies American politics, world politics, and political philosophy. The History and Political Science major combines these two disciplines and is the typical major of students seeking careers in secondary education. The International Studies major is more interdisciplinary and includes a language minor and courses in history, political science, sociology, religion, and economics.

Students pursuing majors and minors in the department hold a wide variety of career interests, including law, secondary and higher education, museum and archival work, religion, journalism, government service, and international organizations. The department's majors are also excellent liberal arts degrees, providing training in critical thinking, writing, research, and project development essential to any career from business to homemaking. Several courses meet one of the general education requirements in Global Perspectives.

The History and Political Science Department aims to engage students actively in their education. It has a dynamic style of teaching that emphasizes discussion, reflection, simulations, problem-based learning, and collaborative research between faculty and students. This commitment extends to promoting experiential learning beyond the classroom, including internships, off-campus education, and work with related student clubs.

The department offers distinctive on- and off-campus experiences during the Interterm that have recently included trips to the United Nations, Washington, D.C., and Australia. Some students participated in semester-length programs abroad or in the Washington Semester at American University in Washington, D.C. The internship program places students in law offices, local government, non-profits, state and federal bureaucracies, and more. Many students from the department take leadership roles in student organizations, notably the Student Senate and the Pre-Law Society.


FOR INFORMATION ON CAREERS IN HISTORY AND POLITICAL SCIENCE, VISIT THE OFFICE OF CAREER SERVICES OR GO TO: WWW.BRIDGEWATER.EDU

F – FALL SEMESTER  I – INTERTERM  S – SPRING SEMESTER

HISTORY AND POLITICAL SCIENCE 173
Law Pre-Professional Program
The History and Political Science Department actively works with the College's Pre-Law Society to develop courses, programs, internships, and guest speakers for students interested in law school and law-related careers.

Students interested in law should contact Dr. James Josefson to design a course of study from the College's elective pre-professional law program and visit www.bridgewater.edu

HISTORY MAJOR REQUIREMENTS
A major in History requires the Bachelor of Arts degree. A major in History consists of 36 credit hours distributed as follows:

UNITED STATES HISTORY: (9 CREDITS)
- HIST 365 American Religious History
- HIST 366 African American History
- HIST 370 U.S. Women’s History
- HIST 435 20th Century U.S. Social History
- HIST 462 History of the South

EUROPEAN HISTORY: (9 CREDITS)
- HIST 311 Europe, 1492-1789
- HIST 321 Europe, 1789-Present
- HIST 305 Medieval and Renaissance Europe
  OR
- HIST 430 Rise and Fall of Imperialism

NON-WESTERN HISTORY: (6 CREDITS)
- HIST 392 History of Russia to 1801
- HIST 394 Revolutionary Russia, 1801 to the Present
- HIST 356 East Asia
- HIST 358 Middle Eastern History since A.D. 600
- HIST 425 Genocide in the Modern World

And 12 credits in electives from History courses numbered 300 or above, one of which must be Seminar in Theory and Practice of History (HIST 470). One Political Science course numbered 300 or above may substitute for a History elective. Honors Project (HIST 500) may substitute as a major elective course. The American Experience (HIST 302) will not count towards the major. HIST 105, 110, 201, and 202 are co-requisites to a major in History and should be completed by the end of the sophomore year.

HISTORY AND POLITICAL SCIENCE MAJOR REQUIREMENTS
A major in History and Political Science requires the Bachelor of Arts degree. A major in History and Political Science consists of 36 credit hours distributed as follows:

EUROPEAN HISTORY: (6 CREDITS)
- HIST 305 Medieval and Renaissance Europe
- HIST 311 European History, 1492-1789
- HIST 321 European History, 1789-Present
- HIST 430 Rise and Fall of Imperialism

UNITED STATES HISTORY: (3 CREDITS)
- HIST 365 American Religious History
- HIST 366 African American History
- HIST 370 U.S. Women’s History
- HIST 435 20th Century U.S. Social History
- HIST 462 History of the South

NON-WESTERN HISTORY: (3 CREDITS)
- HIST 392 History of Russia to 1801
- HIST 394 Revolutionary Russia, 1801 to the present
- HIST 356 East Asia
- HIST 358 Middle Eastern History since 600 A.D.
- HIST 425 Genocide in the Modern World

POLITICAL SCIENCE: (12 CREDITS)
- PSCI 210 Politics and Government in the United States
- PSCI 220 Introduction to Political Philosophy
- PSCI 230 Introduction to World Politics
PSCI 240 Introduction to Comparative Politics

**ELECTIVES: (12 CREDITS)**
6 credits from History courses
6 credits from Political Science courses

One course must be Seminar in Theory and Practice of History (HIST 470) or Seminar in International Studies and Political Science (PSCI 470). Honors Project (HIST 500 or PSCI 500) may be substituted as a major elective course.

Students seeking teacher certification in History and Social Studies must substitute GEOG 340, ECON 200, and ECON 210 in place of three History and Political Science electives. All students must take Seminar in Theory and Practice of History (HIST 470) or Seminar in International Studies and Political Science (PSCI 470). The American Experience (HIST 302) will not count towards the major.

HIST 105, HIST 110, HIST 201 and 202 are co-requisites to a major in History and Political Science and should be completed by the end of the sophomore year.

**POLITICAL SCIENCE MAJOR REQUIREMENTS**

A major in Political Science consists of 45 credit hours distributed as follows:

**CORE COURSES: (24 CREDITS)**
PSCI 210 Politics and Government in the United States
PSCI 220 Introduction to Political Philosophy
PSCI 230 Introduction to World Politics
PSCI 240 Introduction to Comparative Politics
PSCI 250 Methods of Research and Data Analysis I
PSCI 331 The Classical Mind
PSCI 401 Contemporary Political Thought
PSCI 470 Seminar in International Studies and Political Science

**U.S. POLITICS: (9 CREDITS)**
PSCI 332 Women and Politics

PSCI 340 Media and Politics
PSCI 360 American Constitutional Development
PSCI 410 The Legislative Process
PSCI 430 The Presidency in American Political Development

**FOREIGN POLICY AND INTERNATIONAL POLITICS: (12 CREDITS)**
PSCI 310 Latin American Politics
PSCI 311 African Politics
PSCI 335 Peace, War, and World Politics
PSCI 336 United Nations
PSCI 337 International Children’s Issues
PSCI 356 Contemporary Foreign Relations
PSCI 420 International Law and Organization
PSCI 440 The Politics of International Economic Relations

Honors Project (HIST 500) and one History elective numbered 300 or above (except HIST 302) may substitute for Political Science electives in either the U.S. Politics or Foreign Policy and International Politics groups.

Students may substitute SOC 350: Methods of Research and Data Analysis I for PSCI 250: Methods of Research and Data Analysis I.

Students may not double major in Political Science and International Studies. Political Science majors may minor in International Studies, but 15 credits from non-core areas must be taken in disciplines other than Political Science.

HIST 110 is a co-requisite to a major in Political Science and should be completed by the end of the sophomore year.

**INTERNATIONAL STUDIES MAJOR REQUIREMENTS**

A major in International Studies requires the Bachelor of Arts degree. A major in International Studies consists of 39 credit hours distributed as follows:

**REQUIRED COURSES: (15 CREDITS)**
PSCI/SOC 215 Global Identities
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSCI 230</td>
<td>Introduction to World Politics</td>
</tr>
<tr>
<td>PSCI 240</td>
<td>Introduction to Comparative Politics</td>
</tr>
<tr>
<td>PSCI 250</td>
<td>Methods of Research and Data Analysis I</td>
</tr>
<tr>
<td>PSCI 470</td>
<td>Seminar in International Studies and Political Science</td>
</tr>
</tbody>
</table>

**GLOBAL STUDIES: (12 CREDITS)**

<table>
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<tr>
<th>Course Code</th>
<th>Course Title</th>
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</thead>
<tbody>
<tr>
<td>ECON 440</td>
<td>International Economics</td>
</tr>
<tr>
<td>GEOG 340</td>
<td>Regional Geography</td>
</tr>
<tr>
<td>HIST 425</td>
<td>Genocide in the Modern World</td>
</tr>
<tr>
<td>HIST 430</td>
<td>Rise and Fall of European Imperialism</td>
</tr>
<tr>
<td>PSCI 335</td>
<td>Peace, War, and World Politics</td>
</tr>
<tr>
<td>PSCI 336</td>
<td>United Nations</td>
</tr>
<tr>
<td>PSCI 356</td>
<td>U. S. Foreign Relations</td>
</tr>
<tr>
<td>PSCI 420</td>
<td>International Law and Organization</td>
</tr>
<tr>
<td>PSCI 440</td>
<td>The Politics of International Economic Relations</td>
</tr>
<tr>
<td>PSCI 480</td>
<td>Internship (in related field)</td>
</tr>
<tr>
<td>SOC 325</td>
<td>Development and Underdevelopment in the Modern World</td>
</tr>
<tr>
<td>SOC 330</td>
<td>World Justice Systems</td>
</tr>
</tbody>
</table>

**COMPARATIVE AND REGIONAL STUDIES: (12 CREDITS)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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</thead>
<tbody>
<tr>
<td>COMM 334</td>
<td>Intercultural Communications</td>
</tr>
<tr>
<td>FREN 300</td>
<td>French Colonial Empire</td>
</tr>
<tr>
<td>FREN 325</td>
<td>Modern French Culture</td>
</tr>
<tr>
<td>HIST 321</td>
<td>Europe, 1789-Present</td>
</tr>
<tr>
<td>HIST 356</td>
<td>East Asia</td>
</tr>
<tr>
<td>HIST 358</td>
<td>Middle Eastern History since A.D. 600</td>
</tr>
<tr>
<td>HIST 394</td>
<td>Revolutionary Russia, 1801 to the Present</td>
</tr>
<tr>
<td>PSCI 310</td>
<td>Latin American Politics</td>
</tr>
<tr>
<td>PSCI 311</td>
<td>African Politics</td>
</tr>
<tr>
<td>REL 340</td>
<td>Religions of the Near East</td>
</tr>
<tr>
<td>REL 350</td>
<td>Religions of the Far East</td>
</tr>
<tr>
<td>SOC 309</td>
<td>Cultures of Africa</td>
</tr>
<tr>
<td>SPAN 300</td>
<td>Intro to Spanish Speaking Cultures</td>
</tr>
<tr>
<td>SPAN 320</td>
<td>Latin American Culture and Civilization</td>
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</tbody>
</table>

<table>
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<tr>
<th>Course Code</th>
<th>Course Title</th>
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</thead>
<tbody>
<tr>
<td>SPAN 325</td>
<td>Spanish Culture and Civilization</td>
</tr>
</tbody>
</table>

One international travel course (such as ART 307, BIOL 352, BIOL 353, HIST 335, SOC 302, SOC 305) or cultural exploration course (such as COMM 333, ENG 240, FCS 250, FREN 305, MUS 236, MUS 255, SOC 306, SOC 309, SPAN 306, SPAN 308) may be used toward the Comparative and Regional Studies requirement.

ECON 200, SOC 101, and HIST 110 are corequisites to a major in International Studies and should be completed by the end of the sophomore year.

Students may substitute SOC 350: Methods of Research and Data Analysis I for PSCI 250: Methods of Research and Data Analysis I. Students may not double major in Political Science and International Studies. Political Science majors may minor in International Studies, but the 15 credits from non-core areas must be taken in disciplines other than Political Science.

Recommendations: Students pursuing an International Studies major are strongly encouraged to study abroad, to explore a minor relevant to their area of interest (foreign language, economics, business, philosophy and religion, etc.), and to participate in an internship, either in the Bridge-water area or through the Washington Semester Program. Relevant internships through PSCI 480 earn credit towards the major. Students may take one internship toward the requirements for the major and apply the credits to either Global Studies or Comparative and Regional Studies.

**INTERNATIONAL STUDIES MINOR REQUIREMENTS**

A minor in International Studies consists of 21 credit hours distributed as follows:

**CORE COURSES: (6 CREDITS)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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</thead>
<tbody>
<tr>
<td>PSCI/SOC 215</td>
<td>Global Identities</td>
</tr>
<tr>
<td>PSCI 230</td>
<td>Introduction to World Politics</td>
</tr>
<tr>
<td>PSCI 240</td>
<td>Introduction to Comparative Politics</td>
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</tbody>
</table>

OR
<table>
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<tr>
<th>GLOBAL STUDIES: (9 CREDITS)</th>
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</thead>
<tbody>
<tr>
<td>ECON 440 International Economics</td>
</tr>
<tr>
<td>GEOG 340 Regional Geography</td>
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<td>HIST 425 Genocide in the Modern World</td>
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<tr>
<td>HIST 430 Rise and Fall of European Imperialism</td>
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<tr>
<td>PSCI 335 Peace, War, and World Politics</td>
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<td>PSCI 336 United Nations</td>
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<tr>
<td>PSCI 356 U. S. Foreign Relations</td>
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<tr>
<td>PSCI 420 International Law and Organization</td>
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<td>PSCI 440 The Politics of International Economic Relations</td>
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<td>PSCI 480 Internship (in related field)</td>
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<tr>
<td>SOC 325 Development and Underdevelopment in the Modern World</td>
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<td>SOC 330 World Justice Systems</td>
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</table>

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<tr>
<th>COMPARATIVE AND REGIONAL STUDIES: (6 CREDITS)</th>
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<tbody>
<tr>
<td>COMM 334 Intercultural Communications</td>
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<tr>
<td>HIST 321 Europe, 1789-Present</td>
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<tr>
<td>HIST 356 East Asia</td>
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<tr>
<td>HIST 358 Middle Eastern History since A.D. 600</td>
</tr>
<tr>
<td>HIST 394 Revolutionary Russia, 1801 to the Present</td>
</tr>
<tr>
<td>PSCI 310 Latin American Politics</td>
</tr>
<tr>
<td>PSCI 311 African Politics</td>
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<tr>
<td>REL 340 Religions of the Near East</td>
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<td>SOC 309 Cultures of Africa</td>
</tr>
</tbody>
</table>

Political Science majors may minor in International Studies, but the 15 credits from non-core areas must be taken in disciplines other than Political Science.

Recommendations: Students pursuing an international studies minor are strongly encouraged to study a foreign language, to study abroad, and to participate in internships relevant to the field. Students may take one Internship toward the requirements for the major and apply the credits to either Global Studies or Comparative and Regional Studies.

<table>
<thead>
<tr>
<th>HISTORY MINOR REQUIREMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>A minor in History consists of 18 credit hours and is distributed as follows:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>AMERICAN HISTORY: (6 CREDITS)</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIST 365 American Religious History</td>
</tr>
<tr>
<td>HIST 366 African American History</td>
</tr>
<tr>
<td>HIST 370 U.S. Women’s History</td>
</tr>
<tr>
<td>HIST 380 20th Century U.S. Social History</td>
</tr>
<tr>
<td>HIST 462 History of the South</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>EUROPEAN HISTORY: (6 CREDITS)</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIST 305 Medieval and Renaissance Europe</td>
</tr>
<tr>
<td>HIST 311 Europe 1492-1789</td>
</tr>
<tr>
<td>HIST 321 Europe 1789-Present</td>
</tr>
<tr>
<td>HIST 425 Genocide in the Modern World</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>NON-WESTERN HISTORY: (6 CREDITS)</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIST 392 History of Russia to 1801</td>
</tr>
<tr>
<td>HIST 394 Revolutionary Russia, 1801 to the Present</td>
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<tr>
<td>HIST 356 East Asia</td>
</tr>
<tr>
<td>HIST 358 Middle Eastern History Since A.D. 600</td>
</tr>
</tbody>
</table>

HIST 105, 110, 201, and 202 are co-requisites to a minor in History. This minor may not be taken in conjunction with either a major in History and Political Science or a major in International Studies. The American Experience (HIST 302) will not count toward the minor.

<table>
<thead>
<tr>
<th>POLITICAL SCIENCE MINOR REQUIREMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>A minor in Political Science consists of 21 credits and is distributed as follows:</td>
</tr>
</tbody>
</table>

| PSCI 210 Politics and Government in the United States |
| PSCI 220 Introduction to Political Philosophy |
| PSCI 230 Introduction to World Politics |

F - FALL SEMESTER  I - INTERTERM  S - SPRING SEMESTER
PSCI 240     Introduction to Comparative Politics

And 15 additional credits in political science.
This minor may not be taken in conjunction with either a major in History and Political Science or a major in International Studies.

**UNITED STATES HISTORY CONCENTRATION**

The United States History concentration is for History or History and Political Science majors. Only nine credits of the courses listed on the student’s United States History concentration may be included on the student’s plan of major in History or History and Political Science. A concentration in United States History consists of 21 credits including:

- **HIST 201** History of the United States to 1877
- **HIST 202** History of the United States Since 1877
- **HIST 470** Seminar in Theory and Practice of History
- **HIST 490** Independent Study

Plus three additional elective courses (except HIST 302) that focus on United States history.

**ELECTIVES**

Courses that fulfill the elective requirement include:

- **ECON 310** U.S. Economic and Business History
- **ECON 330** Government and Business
- **ENG 401/402** American Literature I, II
- **MUS 232** American Music

and other courses as approved by the department.

**COURSES**

**HISTORY**

- **HIST 105** World History to 1500  
  3 Credits  F,S

An examination of the multiple global narratives that comprise human development and inter-action prior to 1500 with primary focus on early human activity, the development of complex societies, classical and post-classical ages, and expansion of post-classical cross-cultural involvement. 

*General Education: World History*

- **HIST 110** World History Since 1500  
  3 Credits  F,S

An examination of the multiple global narratives that comprise human development and inter-action since 1500 with primary focus on the origins of global interdependence, the ages of revolution, industry, and empire, and the 20th century. 

*General Education: World History*

- **HIST 201** History of the United States to 1877  
  3 Credits  F

The United States from settlement to Reconstruction. Major themes include the development of a new society, the evolution of democratic behavior, and the growth of sectionalism. Includes both social and political approaches. 

*General Education: United States*

- **HIST 202** History of the United States Since 1877  
  3 Credits  S

The United States from Reconstruction until the present. Major themes include industrialization and modernization, the increased role of government, greater U.S. involvement in international affairs, and the impact of these changes on society. A continuation of HIST 201. (Credits may not be received for both HIST 202 and HIST 302.)

- **HIST 302** The American Experience 1877–Present  
  3 Credits  S

An examination of recent United States history, including fundamental trends in American society, such as race, gender, religion, democratic behavior, modernization, immigration, and great events, especially the two World Wars, the Depression, Vietnam, and the Civil Rights...
movement. (Credit may not be received for both HIST 202 and HIST 302.)

General Education: United States

HIST 305  Medieval and Renaissance Europe

3 Credits  F

Development of Western Europe from the collapse of the Roman Empire to the end of the Renaissance with emphasis on the ideas, forces, and events that shaped the period. Topics include the rise and decline of the Medieval synthesis, Medieval and Renaissance expansion, the Renaissance secular and religious revolution, evolution of political thought, the growth of authority, and technological transformation.

Alternate years – offered 2008-2009

General Education: Europe

HIST 307  History through Film;
Film through History

3 Credits  I

Examines the relationship between history and film and considers the difficult balance between historical scholarship and artistic expression. Emphasis is on popular movies portraying historical characters and events and the controversies and questions these often raise. Subjects will cover a broad range of topics in European and world history.

General Education: Europe

HIST 308  Vietnam Conflict

3 Credits  I

The Vietnam Conflict from French Colonial rule through American involvement. Major topics include Vietnamese nationalism, American intervention and escalation, military events, wartime experiences, domestic reactions, and postwar memory.

General Education: Global Diversity

HIST 311  Europe 1492-1789

3 Credits  F

Surveys developments in European history from the discovery of the New World to the eve of the French Revolution. Major topics include Europeans' interactions with peoples and cultures outside Europe, the Reformation, the development of both limited and absolutist governments, the Scientific Revolution, and the Enlightenment.

General Education: Europe

HIST 317  History of the Christian Church

(Replaces HIST 450) (Cross-listed as REL 317)

3 Credits  F

Social and political structures of the Church, issues in theology and ethics. A survey of the history of the Church from the Apostolic Age to the present time.

Prerequisites: ENG 101 and REL 220

Alternate years – offered 2007-2008

General Education: A course in Religion or Philosophy

HIST 321  Europe 1789-Present

3 Credits  S

Surveys developments in European history from the French Revolution to the present day. Major topics include the French Revolution and Napoleonic Europe, industrialization, the rise of new ideologies and systems of thought, the new Imperialism, the World Wars and the Holocaust, rise and fall of communism, and the place of Europe in the world at the dawn of the 21st century.

General Education: Europe

HIST 335  Contemporary Australia

3 Credits  I

Firsthand examination of the political, economic, cultural, educational, and environmental influences shaping contemporary Australia. Also emphasized is the international role of Australia in the Pacific basin and in the changing world order. The course focus is on southeast Australia and includes Sydney, Canberra, and Melbourne.

General Education: Global Diversity

HIST 356  East Asia

(Replaces HIST 420)

3 Credits  F

Survey of East Asia (China and Japan) from 1800 to the present. Emphasis is upon the different paths towards modernity taken by each society, the conflicts involved in the attainment of

F – FALL SEMESTER  I – INTERTERM  S – SPRING SEMESTER  HISTORY AND POLITICAL SCIENCE
modernity, and the impact of the West during the period.
Alternate years – offered 2007-2008
General Education: Global Diversity

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Schedule</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIST 358</td>
<td>Middle Eastern History Since A. D. 600</td>
<td>3</td>
<td>S</td>
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<td>(Replaces HIST 440)</td>
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</table>

Emphasizes the origins of Islam and the rise of Islamic empires and culture from the seventh through the 13th-centuries, the development of European interest between 1500 and 1800, the growth of European, Arab and Jewish nationalisms in the 19th-century, and the Arab-Jewish conflict over Palestine in the 20th-century.
General Education: Global Diversity

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<tr>
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<th>Course Title</th>
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</thead>
<tbody>
<tr>
<td>HIST 365</td>
<td>American Religious History</td>
<td>3</td>
<td>S</td>
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<td>(Cross-listed as REL 365)</td>
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</table>

A survey of American religious history with a focus on the diversity of that experience. Major topics include Puritanism, Pietism, revivalism, Mormonism, Methodism, African American religion, Catholicism, and Judaism.
General Education: United States

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<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>HIST 366</td>
<td>African American History</td>
<td>3</td>
<td>F</td>
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<td>(Replaces HIST 203)</td>
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</tbody>
</table>

A survey of the African American experience in the U.S. from 1607 until the present. It emphasizes the South, but also incorporates the national level. It includes slavery, slavery politics, civil rights, family life, black culture, migration patterns, and religion.
Alternate years – offered 2008-2009
General Education: United States

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<tr>
<th>Course Code</th>
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<th>Schedule</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIST 368</td>
<td>The Civil War in the Shenandoah Valley</td>
<td>3</td>
<td>I</td>
</tr>
</tbody>
</table>

Studies the experience of the Shenandoah Valley during the Civil War, the causes of the war, the campaigns of 1862 and 1864, and the home front, including the burning, conscientious objectors, slavery, and shortages. It will touch a variety of large trends, including race, gender, and religion.
General Education: Global Diversity

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<th>Credits</th>
<th>Schedule</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIST 370</td>
<td>U. S. Women’s History</td>
<td>3</td>
<td>F</td>
</tr>
</tbody>
</table>

Surveys the history of women in the United States from the Colonial period to the present. Examines the experiences of women, their changing legal status, and common understandings of women’s roles in society. The course will also explore the ways gender affects all Americans, not just women.
Alternate years– offered 2008-2009
General Education: United States

<table>
<thead>
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<th>Credits</th>
<th>Schedule</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIST 392</td>
<td>History of Russia to 1801</td>
<td>3</td>
<td>F</td>
</tr>
<tr>
<td></td>
<td>(Replaces HIST 400)</td>
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</tbody>
</table>

Political, economic, social, cultural, and diplomatic development of Russia from the establishment of the Kievan state in 860 through the end of the 18th-century. Topics include the Kievan period, the Appanage period, the Muscovite period, and the foundation of Imperial Russia.
General Education: Global Diversity

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<th>Credits</th>
<th>Schedule</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIST 394</td>
<td>Revolutionary Russia, 1801 to the Present</td>
<td>3</td>
<td>S</td>
</tr>
<tr>
<td></td>
<td>(Replaces HIST 401)</td>
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</tbody>
</table>

Revolutionary forces that challenged the 19th-century Russian autocracy leading to its eventual collapse and replacement by the Soviet system in the 20th-century. Topics include the 19th-century revolutionary movements, the reaction of the autocracy, the Bolshevik seizure of power, and Marxism-Leninism, and the 20th-century Soviet movement.
General Education: Global Diversity

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<tr>
<td>HIST 425</td>
<td>Genocide in the Modern World</td>
<td>3</td>
<td>S</td>
</tr>
</tbody>
</table>

Examines genocide in various areas of the world
since the early 20th-century, including Ottoman Armenia, the Holocaust, Cambodia, and Rwanda. Themes include the various perspectives of victims, perpetrators, and observers, international responses, war crimes trials, and cultural representations of genocide, among others.
Alternate years – offered 2008-2009

HIST 430 The Rise and Fall of European Imperialism
(Replaces HIST 331)
3 Credits S
Surveys Europeans’ relationship with the rest of the world from the origins of modern European empires in the 19th-century, to the process of decolonization in the 20th-century, to current debates about neo-imperialism and neo-colonialism. Examines the effects of empire on both the colonizers and the colonized.
Alternate years– offered 2009-2010

HIST 435 20th-Century United States Social History
(Replaces HIST 380)
3 Credits S
Examines selected topics in U.S. social history, including immigration, the Ku Klux Klan, the youth culture, civil rights, feminism, and the 1960s.
Alternate years

HIST 462 History of the South
(Replaces HIST 362)
3 Credits F
A survey of the former slaveholding states. The course focuses on slavery and slavery politics, race relations, and distinctive characteristics of Southern society.

HIST 470 Seminar in Theory and Practice of History
3 Credits F
Research and discussion designed to familiarize the History major with the theories, ideas, concepts, and major figures that have contributed to the development of the body of historical interpretation and historical understanding.

HIST 480 Internship
3 Credits F, I, S

HIST 490 Independent Study
3 Credits F, I, S

HIST 491 Research
3 Credits F, I, S

HIST 500 Honors Project
3 Credits F, I, S

POLITICAL SCIENCE AND INTERNATIONAL STUDIES

PSCI 210 Politics and Government in the United States
3 Credits S
An introduction to American politics, covering the founding of American democracy, relations between the states and the federal government, state and local governments, elections, the role of the media, the three branches of national government, and current debates in American politics.
General Education: United States

PSCI 215 Global Identities
3 Credits S
This interdisciplinary course explores the power and dynamics of human similarities and differences on a global scale. Dramatic changes in information, communications and transportation technologies continue to make it easier to interact with people from all over the world. The new interactions allow us to discover ways that we are similar to those we have long considered different and to create new understandings about what it means to be different. How we think about identity and difference governs our behavior toward others and, therefore, will grow increasingly important as the world continues to shrink. By providing the opportunity to question contemporary assumptions, values and patterns of behavior, students are encouraged to think about ways to make these global interactions more constructive and more peaceful.
General Education: Global Diversity
PSCI 220  Introduction to Political Philosophy  
3 Credits  I, S*  
Changing conceptions of freedom and virtue in ancient Greece, liberal thought, and contemporary political philosophy.  
*Taught annually during Interterm  
Alternate years – Spring semester  
General Education: A course in Religion or Philosophy

PSCI 230  Introduction to World Politics  
3 Credits  F  
Introduces students to the world as a site of political activity. Examines institutions and processes on a global scale. Topics include nation-states and their interactions, supranational organizations like the United Nations and the European Union, globalization, the environment, trade, development, and a variety of current events.  
General Education: Global Diversity

PSCI 240  Introduction to Comparative Politics  
3 Credits  S  
Confronts the diversity of political institutions invented by various societies around the world. How have others solved the problems of power and distribution of resources that all governments face? Explores political systems both thematically (how do people elect officials, what is the state) and by studying individual countries.  
General Education: Global Diversity

PSCI 250  Methods of Research and Data Analysis  
(Replaces PSCI 350)  
3 Credits  S  
An introduction to the production of knowledge about political phenomena. Topics include the relationship between theory and research, formulation of research questions and research design, and quantitative and qualitative methods. Students will understand and evaluate scholarly research in the field and conduct their own research projects.

PSCI 310  Latin American Politics  
3 Credits  S  
Examines major themes in Latin American politics, including geographic diversity, ethnic diversity, slavery, colonization, independence movements, underdevelopment, authoritarianism, democratization and consolidation concerns, and current cultural, political, economic, and social challenges. The course will highlight several nations representative of Latin America's regional variation, including Mexico, Haiti, Colombia, and Brazil, and evaluate connections between their histories and current challenges.  
Alternate years – offered 2009-2010  
General Education: Global Diversity

PSCI 311  African Politics  
3 Credits  S  
Examines major themes in African history and current politics, including geographic diversity, ethnic diversity, slavery, colonization, independence movements, natural resources, underdevelopment, emerging democracies, and current cultural, political, economic and health challenges. The course will highlight several nations representative of Africa’s regional variation, including Ivory Coast, Rwanda, the Democratic Republic of Congo, Zimbabwe, and South Africa, and evaluate connections between their histories and current challenges.  
Alternate years – offered 2008-2009  
General Education: Global Diversity

PSCI 331  The Classical Mind  
(Cross-listed with PHIL 331)  
3 Credits  F  
The primary works of Plato and Aristotle form the foundation for the development of certain issues traced into the Medieval era. The original contributions of major Medieval thinkers, especially Augustine and Aquinas, are assessed.  
Prerequisites: GEC 101 or ENG 101 and REL 220  
Alternate years – offered 2009-2010  
General Education: A course in Religion or Philosophy
### PSCI 332  Women and Politics

3 Credits  S

This course explores the role of women in American politics in order to understand the role of identity, institutions, and political mobilization in our democracy. Topics include women’s influence on the development of the modern welfare state, feminism, anti-feminism, sexual harassment, women in combat, and Black feminism.

*Alternate years – offered 2009-2010*

*General Education: United States*

### PSCI 335  Peace, War, and World Politics

3 Credits  F

Examines human understanding of the institution of warfare, especially over the last 100 years. Is war natural and inevitable or a curable abnormality? What alternatives exist for settling international conflict short of going to war? Also studies the concept of peace, including the personal and policy implications of the various definitions of the term.

*Alternate years – offered 2009-2010*

*General Education: Global Diversity*

### PSCI 336  United Nations

(Replaces PSCI 436)

3 Credits  I

History, structures, issues, and politics of the United Nations, and a consideration of the organization’s role in world politics.

*General Education: Global Diversity*

### PSCI 338  The Politics of Social Change

3 Credits  I

An Interterm/first summer session travel course that will take students to a site of recent revolutionary political and social changes to explore the causes, dynamics, and implications of such change. The study of successful transitions to democracy will complement existing courses in comparative politics, international law and peace, war, and world politics, as well as courses in conflict transformation and peace studies. The course will be taught every other year, and students may travel to different countries during different years. Possible sites include Russia, Czech Republic, eastern Germany, Hungary, Cyprus, South Africa, and other countries that recently have experienced political change but that are now largely stable. Other sites could be added in the future, depending on the dynamics of global politics.

*General Education: Global Diversity*

### PSCI 340  Media and Politics

3 Credits  S

An examination of the role of mass media in American politics. Topics include the effect of journalistic norms on political news, the impact of new media technologies from newspapers to the Internet, media objectivity, and the effect of media on political reasoning and behavior.

*Alternate years – offered 2009-2010*

*General Education: United States*

### PSCI 356  Contemporary Foreign Relations

3 Credits  F

Explores how America’s foreign policy is formulated, enacted, and received around the world and studies the nature of U.S. power and its outward projection to serve American interests abroad. The course includes historical and global perspectives on foreign policy and uses case studies to demonstrate long-term patterns in U.S. management of its relationships with other countries.

*Alternate years – offered 2008-2009*

### PSCI 360  American Constitutional Development

3 Credits  F

A survey of the development of the U.S. Constitution through judicial interpretation.

*Alternate years – offered 2008-2009*

*General Education: United States*

### PSCI 375  Contemporary Issues In U. S. Foreign Policy

3 Credits  I

Examination of major foreign policy issues facing the United States and consideration of policy options available.

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*F – FALL SEMESTER  I – INTERTERM  S – SPRING SEMESTER*

**HISTORY AND POLITICAL SCIENCE**
PSCI 401  Contemporary Political Thought  
3 Credits  S
An examination of the origins and development of contemporary notions of freedom, democracy, and equality from the birth of liberalism in Hobbes, Locke, and Rousseau to the challenge to liberalism in Marx and Nietzsche, and to the 20th and 21st century responses to liberalism by DuBois, Fanon, Arendt, Rawls, Nozick, Habermas, and Foucault.
Alternate years – offered 2008-2009
General Education: A course in Religion or Philosophy

PSCI 410  The Legislative Process  
(Replaces PSCI 333)  
3 Credits  F
An exploration of how Congress, the Executive Branch, and interest groups work together to make federal public policy. Topics include congressional rules and organizations, congressional elections, and the rise of interest groups in American politics. A major part of the course is a simulation of the legislative process.
Alternate years – offered 2009-2010

PSCI 420  International Law and Organization  
(Replaces PSCI 370)  
3 Credits  F
Explores the nature of international law and its similarities and differences with domestic law. Examines the institutions, rules, and organizations that provide the context for global interactions in an increasingly globalizing world. Case studies include issues such as human rights, the International Criminal Court, the World Trade Organization and the World Bank, and International Monetary Fund.
Alternate years – offered 2009-2010

PSCI 430  The Presidency in American Political Development  
(Replaces PSCI 346)  
3 Credits  F
The changing and enduring roles of the U.S. presidency from Washington to the contemporary day. The course considers the role of the presidency in the development of the federal administrative state, political parties, and American political thought.
Alternate years – offered 2008-2009

PSCI 440  Politics of International Economic Relations  
3 Credits  S
Political implications of international economic relations, including such topics as the politics of trade, monetary relations, development, and multinational corporations.

PSCI 470  Seminar in International Studies and Political Science  
3 Credits  F
Examination of significant professional literature in political science and international studies. Preparation and presentation of major research paper.

PSCI 480  Internship  
3 Credits  F, I, S

PSCI 490  Independent Study  
3 Credits  F, I, S

PSCI 491  Research  
3 Credits  F, I, S

PSCI 500  Honors Project  
3 Credits  F, I, S

RELATED COURSE: GEOGRAPHY

GEOG 340  Regional Geography  
3 Credits  F
Geography of the major geographic and cultural regions of the world. Impact of physical environment upon culture and civilization of the regions.
Mathematics and Computer Science

The Mathematics and Computer Science Department offers majors in Mathematics, Computer Science, and Information Systems Management.

The Mathematics major is modeled after the curriculum suggested by the Mathematical Association of America. By choosing the appropriate electives, a student may prepare for a career immediately following graduation or for graduate school. Recent graduates have pursued careers in quality assurance, statistics, actuarial science, teaching and computer programming, to name a few.

The major in Computer Science is based upon the curriculum recommended by the Association of Computing Machinery and emphasizes fundamental principles and problem-solving skills. Graduates in the major are prepared to enter careers in the software development and support industry, or to continue their studies in a graduate computer science program.

The major in Information Systems Management develops skills in three areas: technical skills for dealing with computers; management skills for dealing with organizations; and inter-personal skills for dealing with people. Graduates are ready to begin careers as members of a computer service center with the skills to deal effectively with the service providers as well as the service customers.

FOR INFORMATION ON CAREERS IN MATHEMATICS, COMPUTER SCIENCE AND INFORMATION SYSTEMS MANAGEMENT, VISIT THE OFFICE OF CAREER SERVICES OR GO TO: WWW.BRIDGEWATER.EDU
MATHMATICS MAJOR REQUIREMENTS

A major in Mathematics consists of the following required courses:

MATH 120 Precalculus
MATH 131 Calculus I
MATH 132 Calculus II
MATH 216 Set Theory and Symbolic Logic
MATH 231 Calculus III
MATH 232 Calculus IV
MATH 330 Linear Algebra
MATH 340 Theoretical Statistics I
MATH 400 Modern Algebra
MATH 410 Real Variables I
MATH 420 Real Variables II*
MATH 460 Seminar in Mathematics

Two additional courses in Mathematics chosen from courses numbered 300 and above.

* MATH 341 may be substituted with permission of department

COMPUTER SCIENCE MAJOR REQUIREMENTS

A major in Computer Science consists of the following required courses:

MATH 120 Precalculus
MATH 131 Calculus I
MATH 132 Calculus II
CSCI 200 Introduction to Programming
CSCI 205 Data Structures and Abstraction
CSCI 225 Mathematical Structures for Computer Science
CSCI 300 Software Practice
CSCI 315 Artificial Intelligence
CSCI 320 Algorithm Analysis
CSCI 340 Computer Architecture
CSCI 440 Operating Systems and Networking
CSCI 460 Seminar in Computer Science
CIS 250 Introduction to Information Systems
CIS 450 Software Engineering

And 2 courses from the following:

ART 220 Introduction to Digital Media
ART 322 Web Theory and Design
CSCI 330 Scripting Languages
CSCI 410 Signal and Image Processing
CSCI 430 Programming Paradigms
CSCI 435 Compiler Design
CSCI 450 Special Topics
CIS 325 Data Communications
CIS 350 Database Management
MATH 330 Linear Algebra
MATH 340 Theoretical Statistics I
MATH 350 Numerical Analysis
PHYS 305 Electronics
PHYS 306 Digital Electronics

The Computer Science major may be taken as a dual major with Mathematics.

INFORMATION SYSTEMS MANAGEMENT MAJOR REQUIREMENTS

A major in Information Systems Management consists of the following required courses:

CIS 103 Introduction to Computing
CIS 250 Introduction to Information Systems
CIS 325 Data Communications
CIS 350 Database Management
CIS 450 Software Engineering
CIS 460 Seminar in Information Systems
BUS 300 Principles of Organization Management
BUS 340 Management Science
BUS 420 Human Resource Management
PHIL 319 Conflict Transformation
PHIL 320 Professional Ethics
COMM 325 Communication in the Organization
SOC 245 Group Process
SOC 345 Organizations in American Life
MATH 200 Introduction to Statistics

And 1 course from the following:

CSCI 105 BASIC Programming
CSCI 200 Introduction to Programming
**MATHEMATICS MINOR REQUIREMENTS**

A minor in Mathematics consists of the following courses:
- MATH 120  Precalculus
- MATH 131  Calculus I
- MATH 132  Calculus II
- MATH 216  Set Theory and Symbolic Logic
- MATH 231  Calculus III

And six additional credits in Mathematics chosen from courses numbered 330 or above.

**COMPUTER SCIENCE MINOR REQUIREMENTS**

A minor in Computer Science consists of the following required courses:
- MATH 120  Precalculus
- MATH 131  Calculus I
- MATH 132  Calculus II
- CSCI 200  Introduction to Programming
- CSCI 205  Data Structures and Abstraction
- CSCI 225  Mathematical Structures for Computer Science
- CSCI 300  Software Practice

And six additional credits in Computer Science chosen from courses numbered 300 or above.

**COMPUTER INFORMATION SYSTEMS MINOR REQUIREMENTS**

A minor in Computer Information Systems consists of the following courses:
- CIS 103  Introduction to Computing
- CIS 250  Introduction to Information Systems
- CIS 325  Data Communications
- CIS 350  Database Management
- CIS 450  Software Engineering

And one course from the following:
- CSCI 105  BASIC Programming
- CSCI 200  Introduction to Programming

A minor in Computer Information Systems may not be taken with a major in Information Systems Management.

**COURSES**

**MATHEMATICS**

**MATH 105/115  Mathematical Theory and Computation I, II**

3 Credits  F, S

The courses are logically divided into four primary areas: arithmetic, geometry, algebra, and problem solving. Each of the four areas is studied in both semesters. The theory of problem solving is an integral part of all aspects of the courses. The study of arithmetic includes the theory of arithmetic operations and the development of skills in computation; number theory and patterns in sequences of numbers are used to introduce the basics of mathematical proofs. The study of geometry includes identification of plane and solid geometric shapes, computations of perimeter, area and volume, and trigonometry of right triangles. The study of algebra includes basic algebraic operations, computation using functions, and graphing.

General Education: Core Skills

**MATH 107  Quantitative Reasoning**

3 Credits  F, S

A problem-solving approach to quantitative literacy. Emphasis is upon the use of technology applied to introductory topics in algebra, and probability and statistics.

General Education: Core Skills

**MATH 109  Applied Algebra**

3 Credits  F, S

Topics covered include properties of real numbers, exponents, radicals, elementary algebraic operations, quadratic equations, elementary graphing techniques, and exponential and logarithmic functions. Problem solving is emphasized throughout the course, especially the solution of consumer and business related problems.

General Education: Core Skills
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Offered</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 110</td>
<td>College Algebra</td>
<td>3</td>
<td>F, S</td>
</tr>
<tr>
<td></td>
<td>Real numbers, exponents, radicals, and algebraic</td>
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<td>operations with polynomial and rational func-</td>
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<td>tions. Solving equations and graphing expressions</td>
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<td>involving polynomial and rational functions, and</td>
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<td></td>
<td>exponential and logarithmic functions.</td>
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<td>General Education: Core Skills</td>
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<tr>
<td>MATH 120</td>
<td>Precalculus Mathematics</td>
<td>3</td>
<td>F, S</td>
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<tr>
<td></td>
<td>A precalculus course for students continuing in</td>
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<td></td>
<td>mathematics. Includes topics in algebra, functions</td>
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<td>and relations, and trigonometry.</td>
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<td>Prerequisites: MATH 110 or satisfactory performance on placement test</td>
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<tr>
<td>MATH 129</td>
<td>Calculus for Economics and Business</td>
<td>3</td>
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<td></td>
<td>Introduction to the mathematics of finance,</td>
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<td>limits, and elementary differential calculus.</td>
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<td></td>
<td>Prerequisites: MATH 109, MATH 110 or satisfactory performance on placement test</td>
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<tr>
<td>MATH 130</td>
<td>Survey of Calculus</td>
<td>3</td>
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<td></td>
<td>Differential and integral calculus for the student</td>
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<td>who needs a working knowledge of the subject but</td>
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<td>does not plan to pursue more advanced study in</td>
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<td></td>
<td>mathematics. Includes theory and application</td>
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<td></td>
<td>of limits, derivatives, and integrals. (Credit</td>
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<td></td>
<td>may not be received for both MATH 130 and 131.)</td>
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<td>Prerequisites: MATH 120 or satisfactory performance on placement test</td>
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<tr>
<td>MATH 131</td>
<td>Calculus I</td>
<td>3</td>
<td>F, S</td>
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<td></td>
<td>Study of differential calculus of a single</td>
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<td>variable. Applications of the derivative are</td>
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<td>made to curve sketching, max-min problems, linear</td>
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<td>approximation, and l’Hopital’s Rule. Also included</td>
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<td>are applications of the Intermediate Value Theorem</td>
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<td>and Mean Value Theorem. (Credit may not be</td>
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<td></td>
<td>received for both MATH 130 and 131.)</td>
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<tr>
<td></td>
<td>Prerequisites: MATH 120 or satisfactory performance on placement test</td>
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<tr>
<td>MATH 132</td>
<td>Calculus II</td>
<td>3</td>
<td>F, S</td>
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<td>Study of integral calculus of a single variable.</td>
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<td></td>
<td>Included are techniques of integration and numer-</td>
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<td>ical methods of integration. Applications of</td>
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<td>the integral are made to computing area, volume,</td>
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<td>arc length, and selected topics.</td>
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<td>Prerequisites: MATH 131</td>
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<tr>
<td>MATH 200</td>
<td>Introduction to Statistics</td>
<td>3</td>
<td>F, I, S</td>
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<tr>
<td></td>
<td>Basic descriptive statistics, probability,</td>
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<td>hypothesis testing, correlation, and regression.</td>
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<td>Statistical computer software is used to analyze</td>
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<td>data. Prerequisites: MATH 109, MATH 110, MATH 115,</td>
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<td></td>
<td>or satisfactory performance on placement test</td>
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<tr>
<td>MATH 216</td>
<td>Set Theory and Symbolic Logic</td>
<td>3</td>
<td>F</td>
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<td>The first part of the course is devoted to naive</td>
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<td></td>
<td>set theory and includes the algebra of sets,</td>
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<td>relations, functions and orders. The second part</td>
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<td>is devoted to logic, including truth tables and</td>
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<td>first-order predicate calculus.</td>
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<td>Prerequisites: MATH 132</td>
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<tr>
<td>MATH 231</td>
<td>Calculus III</td>
<td>3</td>
<td>F, S</td>
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<td>Continuation of Calculus I and II. Included are</td>
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<td>Taylor polynomials, improper integrals, infinite</td>
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<td>series, and polar coordinates. Also included is</td>
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<td>an introduction to multivariate calculus and</td>
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<td>multiple integrals.</td>
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<td>Prerequisites: MATH 132</td>
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<td>MATH 232</td>
<td>Calculus IV</td>
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<td>Introduction to multivariate calculus. Included</td>
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<td>are calculus of vector-valued functions and</td>
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<td></td>
<td>motion in space; limits, continuity, and partial</td>
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<td>derivatives of functions of several variables;</td>
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<td>double and triple integrals; vector fields, Green’s</td>
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<td>Theorem, The Divergence Theorem, and Stokes’</td>
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<td></td>
<td>Theorem. Prerequisites: MATH 132</td>
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</tbody>
</table>
MATH 300  Modern Geometry  3 Credits  F
Fundamental concepts of geometry, including projective and non-Euclidean geometries, with emphasis on the axiomatic method.
Prerequisites: MATH 132 and 216 or permission of the instructor
Alternate years– offered 2008-2009

MATH 305  Differential Equations  3 Credits  F
Introduction to ordinary and partial differential equations. Includes solving first order differential equations, and linear differential equations with constant coefficients; series solutions of differential equations; solving elementary partial differential equations.
Prerequisites: MATH 231
Alternate years– offered 2009-2010

MATH 320  History of Mathematics  3 Credits  I
Survey of the history of mathematics from ancient civilizations to the modern mathematics of the 19th century.
Prerequisites: MATH 132
Alternate years – offered 2008-2009

MATH 330  Linear Algebra  3 Credits  S
Fundamentals of linear algebra, including vector spaces, matrix algebra, linear transformations, and bilinear and quadratic forms.
Prerequisites: MATH 132 and 216
Alternate years – offered 2009-2010

MATH 340  Theoretical Statistics I  3 Credits  F
Fundamentals of probability and distribution theory. Includes probability theory, counting techniques, conditional probability, random variables, moments, moment generating functions, an introduction to multivariate distributions, and transformations of random variables.
Prerequisites: MATH 231 or permission of the instructor
Alternate years – offered 2009-2010

MATH 341  Theoretical Statistics II  3 Credits  S
An introduction to mathematical statistics including convergence of sequences of random variables, central limit theorem, methods of estimation, hypothesis testing, linear models, and analysis of variance.
Prerequisites: MATH 340
Alternate years – offered 2009-2010

MATH 350  Numerical Analysis  3 Credits  S
Topics include iterative techniques for solving non-linear equations, numerical differentiation and integration, and differential equations.
Prerequisites: MATH 231 and CSCI 105 or 200
Alternate years – offered 2008-2009

MATH 400  Modern Algebra  3 Credits  F
Abstract algebra, with emphasis on algebraic structures such as groups, rings, integral domains, and fields.
Prerequisites: MATH 216 and 232 or permission of instructor
Alternate years – offered 2009-2010

MATH 410, 420  Introduction to Real Variables I, II  3 Credits each  F, S
Real number system, topology of Euclidean Spaces, theory of limits, differentiation, integration, and infinite series.
Prerequisites: MATH 216 and 232
Alternate years – offered 2008-2009

MATH 450  Special Topics  3 Credits  F, I, S
Devoted to a subject chosen from among the various fields of mathematics in which regular courses are not offered. Possible topics include complex variables, number theory, topology, probability, and applied mathematics, as well as others. A student may take the course more than once, provided different topics are covered.
Prerequisites: Permission of the instructor
MATH 460  Seminar in Mathematics  
3 Credits  F
Discussion and presentation of papers by students and faculty on problems of current interest in mathematics.
Prerequisites: Senior standing with a major in Mathematics or permission of the instructor

MATH 480  Internship  
3 Credits  F, I, S

MATH 490  Independent Study  
3 Credits  F, I, S

MATH 491  Research  
3 Credits  F, I, S

MATH 500  Honors Project  
3 Credits  F, I, S

COMPUTER SCIENCE

CSCI 105  Basic Programming  
3 Credits  F
An introduction to computer programming using Visual Basic. Problem solving methods and algorithm development with emphasis on how to design, code, debug, and document programs using techniques of good programming style.

CSCI 200  Introduction to Programming  
3 Credits  S
Introduces structured programming using a modern imperative language. Topics include assignment, input/output, flow of control, strings, arrays, records, files, and functions. Problem solving, algorithm development and program design are emphasized. Computing system structure and the edit, translate, debug and run-time environments of the programming language system are covered. Applications include sorting and searching, string processing, simulation, elementary numerical methods, and an introduction to graphics. Assignments will be programmed in JAVA.
Prerequisite: MATH 110

CSCI 205  Data Structures and Abstraction  
3 Credits  F
A continuation of Computer Science 200. Topics include pointers, recursion, principles of language design, and an introduction to object-oriented programming. Standard data structures and algorithms for sorting and searching data will be introduced, including lists, stacks, queues, and trees. Software engineering concepts such as top-down design, stepwise refinement, modularization, testing, and documentation will be emphasized. All concepts will be reinforced through programming assignments in C++.
Prerequisites: CSCI 200 and MATH 120

CSCI 225  Mathematical Structures for Computer Science  
3 Credits  S
An introduction to the fundamental mathematical concepts and structures used in computer science. Topics include propositional and predicate logic; sets, functions, and relations; mathematical induction, counting principles, and recurrences; trees and graphs. Topics will be implemented in C++.
Prerequisite: CSCI 205
Co-requisite: MATH 131

CSCI 300  Software Practice  
3 Credits  F
A study of fundamental software development techniques in the context of small- to medium-scale applications. Topics covered include user-interface design and programming, fundamentals of graphics, use of APIs and software development tools, testing, and documentation. Extensive practice reading, writing, and critiquing programs individually and in teams. Assignments will be programmed in Dark Basic.
Prerequisites: CSCI 205 and 225
Alternate years – offered 2009-2010

CSCI 315  Artificial Intelligence  
3 Credits  S
An introduction to the basics of artificial intelligence. Topics include cellular automata, genetic algorithms, artificial life, neural networks, simula-
Lab assignments will be programmed in C++ and MATLAB.

**CSCI 320  Algorithm Analysis**

Impact of data structure design on algorithm design and performance. Topics covered include graph and tree algorithms, performance analysis, testing and classification of algorithms, and design techniques. Laboratory assignments incorporating these analysis and design techniques will be required using MATLAB.

**Prerequisites:** CSCI 205 and 225  
Co-requisite: MATH 131  
Alternate years – offered 2009-2010

**CSCI 330  Scripting Languages**

The class provides a detailed survey of the syntax, semantics, and programming using modern scripting languages. These languages are commonly used to support enterprise for report generation, formatting data, and as glue between languages and legacy applications. The course develops the discipline of modern programming techniques in a variety of application areas. Assignments will be programmed in Perl, Python, Ruby, and other scripting languages.

**Prerequisites:** MATH 110 and CSCI 105 or 200  
Alternate Years – offered 2008-2009

**CSCI 340  Computer Architecture**

Introduction to computer systems and their organization. Topics include logic, gate, component and system level organization of generic computing systems. Bus architecture, memory organization, data representation, and processor design are discussed. Includes an introduction to assembly language programming with appropriate laboratory assignments.

**Prerequisites:** CSCI 200, 205 and 225  
Alternate years – offered 2008-2009

**CSCI 410  Signal and Image Processing**

Signal and image processing are studied using modern signal and image processing function libraries to explore and program waveform analysis, convolution and correlation including FIR filters, spectrum analysis and composing linear systems. Image processing expands FIR filtering from one dimension to two dimensions and studies applications such as image contouring, edge detection, smoothing, and noise removal. Programming in MATLAB and PYTHON will be required.

**Prerequisites:** CSCI 320 or permission of the instructor  
Alternate years – offered 2009-2010

**CSCI 430  Programming Paradigms**

A survey of approaches to problem solving using non-imperative language features from the functional, logical, object-oriented, and concurrent paradigms. Laboratory projects in several different languages are required; typical languages covered include LISP, ML, Ruby, Perl, Python, MATLAB, Prolog, Mercury, Smalltalk, Eiffel, SR, and Erlang.

**Prerequisite:** CSCI 105 or 200  
Alternate years – offered 2008-2009

**CSCI 435  Compiler Design**

An introduction to the theory and practice of programming language translation. Topics include lexical analysis, parsing, symbol tables, type-checking, code generation, and an introduction to optimization. Assignments will be programmed in PYTHON.

**Prerequisites:** CSCI 200 and 205  
Alternate years – offered 2008-2009

**CSCI 440  Operating Systems and Networking**

Principles of computer operating systems, including the user and programmer interfaces and the management of processes, memory, I/O devices,
files, and networks. Covers issues of scheduling, security, concurrency, and distributed algorithms. Provides practical experience working with the UNIX system. Practical UNIX network design and network security will be discussed. Assignments will be programmed in C++ and various scripting languages.

Prerequisite: CSCI 205, 225 and 340
Alternate years – offered 2008-2009

CSCI 450 Special Topics
3 Credits  F, I, S

Devoted to a subject chosen from among the various fields of Computer Science in which regular courses are not offered. Possible topics include graphics, natural language processing, scientific computing, web programming, GIS, parallel processing, robotics, simulation, as well as others. A student may take the course more than once, provided different topics are covered.

Prerequisite: Based on topic, or permission of the instructor
Offered on demand

CSCI 460 Seminar in Computer Science
3 Credits  F

Discussion and presentation of papers by students and faculty on problems of current interest in Computer Science. Students will do research for a semester on a Computer Science topic and write a 25-page paper. A presentation and oral defense of the paper will be required. The capstone project is designed so that students can highlight what they have learned.

Prerequisites: Senior standing with a major in Computer Science or permission of the instructor

CSCI 480 Internship
3 Credits  F, I, S

CSCI 490 Independent Study
3 Credits  F, I, S

CSCI 491 Research
3 Credits  F, I, S

CSCI 500 Honors Project
3 Credits  F, I, S

COMPUTER INFORMATION SYSTEMS

CIS 103 Introduction to Computing
3 Credits  F, I, S

An introduction to computing intended as a general education course for all students. Presents an overview of computing including history, operational principles, terminology, components, hardware and software trends, commercial benefits, social impact, legal and ethical aspects, consumer issues, and typical software applications. Hands-on laboratory component introduces word processing, spreadsheets, and databases. Does not count towards the computer science major or minor.

CIS 250 Introduction to Information Systems
3 Credits  F, S

Offers a general approach to the use of Information Systems in management, education, and government. Topics include computer terminology, data communications, system design, computer ethics, human-to-computer interfaces, and computer based decision support systems. Credit may not be received for both BUS 330 and CIS 250.

Prerequisites: CIS 103 or permission of instructor

CIS 325 Data Communications
3 Credits  S

This course presents concepts and applications of telecommunications technologies, networks, and distributed information systems. Topics include various standards, protocols, architectures, requirements, communication techniques, and management issues.

Prerequisites: CIS 250 or BUS 330 or permission of instructor
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<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Terms Available</th>
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</thead>
<tbody>
<tr>
<td>CIS 350</td>
<td>Database Management</td>
<td>3</td>
<td>F</td>
</tr>
<tr>
<td>CIS 460</td>
<td>Seminar in Information Systems</td>
<td>3</td>
<td>S</td>
</tr>
<tr>
<td>CIS 450</td>
<td>Software Engineering</td>
<td>3</td>
<td>F</td>
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<tr>
<td>CIS 480</td>
<td>Internship</td>
<td>3</td>
<td>F, I, S</td>
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<tr>
<td>CIS 490</td>
<td>Independent Study</td>
<td>3</td>
<td>F, I, S</td>
</tr>
<tr>
<td>CIS 491</td>
<td>Research</td>
<td>3</td>
<td>F, I, S</td>
</tr>
<tr>
<td>CIS 500</td>
<td>Honors Project</td>
<td>3</td>
<td>F, I, S</td>
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</tbody>
</table>

This course presents concepts and applications of database management systems. Topics include physical and logical data organization, various database models, query languages, design concerns, integrity and security, and management issues. MS Access will be used for assignments.

Prerequisites: CIS 250 or BUS 330 or permission of the instructor.

Discussion, preparation, and presentation of papers by the students and faculty on topics of current interest in information systems. This is a capstone course for students majoring in Information Systems Management.

Prerequisite: Senior standing with a major in Information Systems Management, or permission of the instructor.

This course presents an introduction to the latest trends in software engineering, including program specification and requirements. Topics include problem solving techniques and software development. Particular emphasis is placed upon the design of large information systems projects.

Prerequisites: CIS 250 or BUS 330, or permission of instructor and one of the following courses: CSCI 105 or CSCI 200.
The Music Department at Bridgewater College serves the various needs of the academic community with the Carter Center for Worship and Music as the site of most musical activity. Students from all majors are invited to participate in one or more of the choral, instrumental or chamber ensembles, and private study (applied music) is available to singers and players. Students who choose music as a career may focus on performance and/or elect to gain certification to teach vocal or instrumental music in the public schools. A concentration in Church Music is offered to Music majors and supported by the College’s strong choral tradition and outstanding rehearsal and performance facilities for organists. Internships in music and music-related fields can be arranged for those with special interests. Numerous courses offered by the Music Department meet the College’s General Education Requirement in Fine Arts. Specific information about musical opportunities and courses at Bridgewater College is listed as follows.

FOR INFORMATION ON CAREERS IN MUSIC, VISIT THE OFFICE OF CAREER SERVICES OR GO TO: WWW.BRIDgewater.EDU
**MUSIC MAJOR REQUIREMENTS**

A major in Music requires the Bachelor of Arts degree. A major in Music consists of the following courses:

- MUS 210  Voice Methods
- MUS 211  Brass Methods
- MUS 212  Woodwind Methods
- MUS 213  String Methods
- MUS 214  Percussion Methods
- MUS 221  Music Theory I
- MUS 222  Music Theory II
- MUS 311  History of Medieval and Renaissance Music
- MUS 312  History of Baroque and Classical Music
- MUS 313  History of Romantic and 20th-Century Music
- MUS 341  Music Theory III
- MUS 342  Music Theory IV
- MUS 343  Music Arranging
- MUS 420  Instrumental Conducting and Methods

Or

- MUS 421  Choral Conducting and Methods

And 12 credit hours in applied music

(Eight credit hours in the major performance area at the 300 and 400 levels, and four credit hours in the minor performance area).

The requirement in applied music includes satisfactory completion of two years of keyboard instruction and passing a piano proficiency examination for those who study piano below the 300 level. The major in Music also includes a requirement of performance in a large ensemble for each year the student is in residence at Bridgewater College. Jury examinations are required each year in the student’s major performance area. Two public performances in the major performance area are required each year. A senior recital is required. Completion of all requirements of the PDP program is required of Music majors.

**TEACHER CERTIFICATION – CHORAL/VOCAL**

Teacher certification for choral/vocal teachers consists of completing a Music major in voice or keyboard and a minor in keyboard or voice as well as participation in a choral ensemble during each year of residence and completion of the following professional education, music education and field experience courses and requirements:

- MUS 322  Choral Literature
- MUS 422  Music Education in the Elementary School
- MUS 436  Music Education in the Secondary School

Admission to the Education Department and passing scores on the Praxis Examinations

- EDUC 140  Introduction to Foundations of American Education
- EDUC 200  Psychology of Education and Development
- EDUC 201  Field Experience I
- EDUC 215  The Exceptional Student in the Classroom
- EDUC 303  Field Experience III
- EDUC 370  Classroom Management
- EDUC 380  Practicum in Current Teaching Techniques
- EDUC 450  Seminar in Special Topics
- EDUC 470  Professional Student Teaching

**TEACHER CERTIFICATION – INSTRUMENTAL**

Teacher certification for instrumental teachers consists of completing a Music major in a band or orchestral instrument and a minor in a band, orchestral or keyboard instrument as well as participation in an instrumental ensemble during each year of residence, and completion of the following professional education/music education and field experience courses and requirements:

- MUS 327  Marching Band Techniques
- MUS 422  Music Education in the Elementary School
MUS 436  Music Education in the Secondary School
Admission to the Education Department and passing scores on the Praxis Examinations
EDUC 140  Introduction to Foundations of American Education
EDUC 200  Psychology of Education and Development
EDUC 201  Field Experience I
EDUC 215  The Exceptional Student in the Classroom
EDUC 303  Field Experience III
EDUC 370  Classroom Management
EDUC 380  Practicum in Current Teaching Techniques
EDUC 450  Seminar in Special Topics
EDUC 470  Professional Student Teaching

**MUSIC MINOR REQUIREMENTS**
A minor in Music consists of the following courses:
- MUS 221  Music Theory I
- MUS 222  Music Theory II
- MUS 312  History of Baroque and Classical Music
- MUS 313  History of Romantic and 20th Century Music

Eight credit hours of applied music in the major performance area numbered 300 or above

**ADDITIONAL COURSES:**
And two additional courses chosen from the following:
- MUS 311  History of Medieval and Renaissance Music
- MUS 312  History of Baroque and Classical Music
- MUS 313  History of Romantic and 20th Century Music
- MUS 341  Music Theory III
- MUS 342  Music Theory IV
- MUS 420  Instrumental Conducting and Methods

OR
MUS 421  Choral Conducting and Methods
And participation in a large performance ensemble during each year the student is in residence.

Jury examinations are required each year in the student’s major performance area. Two public performances in the major performance area are required each year. A senior recital also is required.

**CHURCH MUSIC CONCENTRATION REQUIREMENTS FOR MUSIC MAJORS**
A concentration in Church Music consists of 19 credit hours including the following courses:
- MUS 322  Choral Literature
- MUS 340  Church Music
- MUS 480  Internship OR an equivalent experience

And the remaining credit hours chosen from the following courses:
- MUS 362  18th Century Counterpoint
- MUS 400  Composition
- MUS 420  Instrumental Conducting

OR
- MUS 421  Choral Conducting and Methods
- MUS 422  Music Education in the Elementary School
- MUS 490  Independent Study

**COURSES**

**MUS 210  Voice Methods**
1 Credit  S
Development of the singing voice: posture, breathing, vowels, consonants, intonation, placement and resonance; English, German, French and Italian diction; and choral and solo literature in several styles.
Prerequisite: Music major or permission of the instructor
**MUS 211  Brass Methods**
1 Credit  F
Practical course in the teaching, playing, and care of brass instruments.
*Prerequisite: Music major or permission of the instructor*

**MUS 212  Woodwind Methods**
1 Credit  S
Practical course in the teaching, playing, and care of woodwind instruments.
*Prerequisite: Music major or permission of the instructor*

**MUS 213  String Methods**
1 Credit  S
Practical course in the teaching, playing, and care of string instruments.
*Prerequisite: Music major or permission of the instructor*

**MUS 214  Percussion Methods**
1 Credit  F
Practical course in the teaching, playing, and care of percussion instruments.
*Prerequisite: Music major or permission of the instructor*

**MUS 220  Introduction to Western Music**
3 Credits  F, S
Listening and learning to recognize forms, styles, composers, and works in Western music from the early Christian era to the present.
*General Education: Fine Arts*

**MUS 221  Music Theory I**
3 Credits  F
Tonal and rhythmic development through exercises in sight singing and ear training. Solfège, part-singing, rhythms, scales, intervals and other fundamentals of music. Tonic, dominant and sub-dominant cadences (primary chords) and progressions studied by analysis, part-writing and keyboard harmony.

**MUS 222  Music Theory II**
3 Credits  S
Primary and secondary chords, secondary dominant chords, and modulation to the dominant and relative major keys studied by analysis, part-writing and keyboard harmony.
*Prerequisite: MUS 221*

**MUS 230  Introduction to 20th Century Music**
3 Credits  F
Listening and learning to recognize forms, styles, composers, and works in Western music since 1870.
*General Education: Fine Arts*

**MUS 232  American Music**
3 Credits  I
American musical life from Colonial times to the present. Samplings include music following both the European classical tradition (operatic, choral, symphonic, etc.) and America’s popular tradition (ragtime, jazz, rock, etc.). Specific topics in the general areas are treated in detail by individual research.
*General Education: Fine Arts*

**MUS 233  Jazz in America**
3 Credits  I
Designed to increase the appreciation and enjoyment of jazz. The history and techniques of American jazz will be examined by lecture, demonstration, and recordings. Differences in the music elements of the major jazz styles will be highlighted.
*General Education: Fine Arts*

**MUS 235  American Theatrical Music**
3 Credits  F
This course is a study of the sources and the development of the American musical from George M. Cohan to Stephen Sondheim. Students will learn of the history of the musical, as well as its relationship to other genres such as opera, operetta, dramatic song cycle, and theatrical concert music.
*General Education: Fine Arts*
MUS 236  The Music and Art of Polynesia  
3 Credits  

The arts in traditional Polynesian culture and their relationship to ceremonies, celebrations, religion, folklore, and daily life. Several days are spent on campus to survey Polynesian culture and history in preparation for a two-week trip to Hawaii. While in Hawaii, the class visits museums and historical sites and takes advantage of lectures and study tours offered by the Polynesian Cultural Center, and the University of Hawaii.  
Prerequisite: Permission of the instructor  
Alternate years – offered 2009-2010  
General Education: Global Diversity

MUS 255  Music and Culture in Western Europe  
3 Credits  

A tour of musical and cultural centers of Western Europe: London, Paris, Munich, Salzburg, Vienna, and Rome. The course includes the study of various European schools of composition and composers with visits to homes, monuments, musical institutions, churches, etc. General sightseeing is included.  
Prerequisite: Permission of the instructor  
Alternate years – offered 2008-2009  
General Education: Europe list

MUS 311  History of Medieval and Renaissance Music  
3 Credits  

History of Western musical style from the early Christian era to 1600. Listening and reading assignments focus on specific composers and works as they relate to historical trends in musical style.  
Prerequisite: This course should be taken by students who have some background in music and who have the ability to read a musical score  
General Education: Fine Arts

MUS 312  History of Baroque and Classical Music  
3 Credits  

History of Western musical style from 1600 to 1800. Listening and reading assignments focus on specific composers and works as they relate to historical trends in musical style.  
Prerequisite: This course should be taken by students who have some background in music and who have the ability to read a musical score  
General Education: Fine Arts

MUS 313  History of Romantic and 20th Century Music  
3 Credits  

History of Western musical style from 1800 to the present. Listening and reading assignments focus on specific composers and works as they relate to historical trends in musical style.  
Prerequisite: This course should be taken by students who have some background in music and who have the ability to read a musical score  
General Education: Fine Arts

MUS 322  Choral Literature  
2 Credits  

Choral literature, styles, forms, and voicings from the Renaissance to the present. Historical considerations and performance practices are discussed, and criteria for selection of music for choirs is developed.  
Alternate years – offered 2009-2010

MUS 327  Marching Band Techniques  
2 Credits  

Practical course for future public school marching band educators. Objectives include developing the skills necessary to instruct and administer a successful marching band.  
Alternate years – offered 2008-2009

MUS 329  Keyboard Pedagogy  
3 Credits  

Separate studies of piano and organ teaching regarding teacher qualifications, teaching techniques, graded music courses, professional ethics, and recital planning.  
Offered on demand
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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Semester</th>
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</thead>
<tbody>
<tr>
<td>MUS 340</td>
<td>Church Music</td>
<td>3</td>
<td>F</td>
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<tr>
<td></td>
<td>Church music, with studies in hymnology, administration, graded choirs, choral techniques, choral literature, and worship. Offered on demand</td>
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<tr>
<td>MUS 341</td>
<td>Music Theory III</td>
<td>3</td>
<td>F</td>
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<tr>
<td></td>
<td>Chromatically altered harmony with modulation techniques and impressionistic harmony studied by analysis, part-writing and keyboard harmony. Prerequisite: MUS 222</td>
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<td>MUS 342</td>
<td>Music Theory IV</td>
<td>3</td>
<td>S</td>
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<td></td>
<td>The fundamentals of 12-tone serialism through written exercises and analysis, and studies in form and analysis, including phrase structures and the various part-forms of tonal music. Prerequisite: MUS 341</td>
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<tr>
<td>MUS 343</td>
<td>Music Arranging</td>
<td>3</td>
<td>S</td>
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<tr>
<td></td>
<td>Band and orchestral instruments and voices, and their classifications, ranges and general use. The course includes writing and arranging music for vocal and instrumental solos and ensembles. Prerequisite or co-requisite: MUS 342 Alternate years – offered 2009-2010</td>
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<tr>
<td>MUS 362</td>
<td>18th Century Counterpoint</td>
<td>2</td>
<td>S</td>
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<td></td>
<td>Eighteenth century contrapuntal techniques, including fugue. Prerequisite: MUS 342 Offered on demand</td>
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<tr>
<td>MUS 370</td>
<td>History of Dramatic Music</td>
<td>3</td>
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<td></td>
<td>Analytical study of the history of dramatic music, especially opera and oratorio. Listening and reading assignments focus on specific composers and works as they relate to historical trends in musical style. General Education: Fine Arts</td>
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<tr>
<td>MUS 400</td>
<td>Composition</td>
<td>2</td>
<td>S</td>
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<tr>
<td></td>
<td>The study and practice of musical composition, both traditional and modern. Prerequisite: MUS 343 Offered on demand</td>
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<tr>
<td>MUS 420</td>
<td>Instrumental Conducting and Methods</td>
<td>3</td>
<td>F</td>
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<tr>
<td></td>
<td>Elements of instrumental conducting, use of the baton, score reading, the organization and administration of ensembles, and the conducting of suitable literature for those organizations and combined instrumental and choral ensembles. Prerequisite: MUS 222</td>
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<tr>
<td>MUS 421</td>
<td>Choral Conducting and Methods</td>
<td>3</td>
<td>F</td>
</tr>
<tr>
<td></td>
<td>Elements of choral conducting, use of the baton, score reading, the organization and administration of ensembles, and the conducting of suitable literature for those organizations and combined choral and instrumental ensembles. Prerequisite: MUS 222</td>
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<tr>
<td>MUS 422</td>
<td>Music Education in the Elementary School</td>
<td>3</td>
<td>F</td>
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<tr>
<td></td>
<td>A course for future music teachers. Introduction to the melodic and harmonic instruments used in the elementary school. Selection and presentation of songs by rote and note, rhythmic activities, creative activities, and listening materials for grades K-6. Prerequisite: MUS 222</td>
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<tr>
<td>MUS 436</td>
<td>Music Education in the Secondary School</td>
<td>3</td>
<td>S</td>
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<tr>
<td></td>
<td>The methodology and philosophy of teaching music in the secondary school including general music, music appreciation, music theory, and performing groups. Prerequisite: MUS 222</td>
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</tbody>
</table>
PERFORMING ENSEMBLES

Ensemble members earn .5 credit per semester, and are expected to commit themselves to participation in the ensemble for the full academic year. A maximum of four credits in ensemble participation may be applied toward graduation. Students from all majors are eligible for membership in the performing ensembles.

MUS 441 Concert Choir .5 Credit  F, S

A select choral ensemble of about 45 singers who rehearse a wide variety of choral literature in preparation for the ensemble’s annual spring concert tour. The Concert Choir serves as the College’s ceremonial chorus.
Prerequisite: An audition is required

MUS 442 Chorale .5 Credit  F, S

The Chorale is an ensemble of about 25 advanced singers. The Chorale appears on and off campus throughout the entire year in a variety of programs. The Chorale tours with the Concert Choir each spring. The ensemble makes occasional concert tours to distant locations in the United States and abroad. Members of the Chorale are required to be members of the Concert Choir, MUS 441. Membership is determined by auditions, which are held in the spring for the following year.
Prerequisite: An audition is required

MUS 443 Symphonic Band .5 Credit  F, S

Performs a wide variety of concert band literature on and off campus. Instrumental music majors are required to enroll in this ensemble.
Prerequisite: Previous instrumental music experience

MUS 444 Jazz Band .5 Credit  F, S

Performs a wide variety of jazz literature on and off campus. Ensemble members who are instrumental music majors are required to also be members of the Symphonic Band, MUS 443.
Prerequisite: An audition is required

MUS 445 Chamber Music Ensembles .5 Credit  F, S

Brass, String, Percussion, Woodwind, Vocal, Handbell, and Mixed Small ensembles. A wide variety of quality literature will be performed on and off campus.
Prerequisite: Permission of the instructor

APPLIED MUSIC

A student may register simultaneously for one or two applied music courses with the approval of his or her advisor and the music faculty. One credit may be earned each semester for each applied area. For the new applied music student, the course number is determined by an audition before a member of the music faculty.

100 level: beginning student
200 level: second year beginning student
300 level: first year for an advanced student
350 level: second year for an advanced student
400 level: third year for an advanced student
450 level: fourth year for an advanced student

The last digit in an applied music course number designates the specific applied music area (i.e., a beginning piano student’s number will be 101; a first year advanced piano student’s number will be 301).

_01 piano
_02 organ
_03 voice
_04 woodwind instrument
_05 brass instrument
_06 percussion instrument
_07 string instrument
_08 guitar

MUS 480 Internship 3 Credits  F, I, S

MUS 490 Independent Study 3 Credits  F, I, S

MUS 491 Research 3 Credits  F, I, S

MUS 500 Honors Project 3 Credits  F, I, S
Philosophy and Religion

Philosophy and Religion is an ideal major for the liberal arts student. In all Philosophy and Religion courses, one sees how logical tools and ethical principles help to bring together, and make personal, the variety of knowledge gained in other disciplines. Philosophy explores the "big questions" whose answers shape ideas of self, reality, and meaning in life. Religion explores how those same ideas relate to ultimate concerns that are integral to past and present cultures, beliefs, and practices. Study in Philosophy and Religion illuminates the historical and contemporary content of Western and Eastern cultures and is excellent preparation for developing a philosophy of life and for graduate school in any humanities field where both a clear understanding of intercultural history and effective skills in research and argumentation are requisites.

Career opportunities for the student going into ministry, religious education, or graduate school in Philosophy or Religion begin with completing the curriculum of Bridgewater College and the major in the Department of Philosophy and Religion leading to the Bachelor’s degree.

FOR INFORMATION ON CAREERS IN PHILOSOPHY AND RELIGION, VISIT THE OFFICE OF CAREER SERVICES OR GO TO: WWW.BRIDGEWATER.EDU
PRE-PROFESSIONAL PROGRAMS

The Department of Philosophy and Religion offers pre-professional preparation for ministry that qualifies one as an applicant for admission to a theological seminary to pursue a Master of Arts or a Master of Divinity degree. Such a master’s degree is prerequisite for ordination to the ministry in most denominations. For more information on pre-professional programs visit www.bridgewater.edu

The degree from Bridgewater College in Philosophy and Religion also qualifies one as an applicant for admission to other graduate schools’ and universities’ master’s degree programs in philosophy, in religion, in peace and justice studies, or in other humanities disciplines. The degree also qualifies one for lay leadership in religious education, or for doing church work. The degree in Philosophy and Religion also has shown itself to have played an excellent role in preparation for law, banking and finance, international relief service, education, and music careers. In fact, recent majors in Philosophy and Religion have entered each of those varied fields.

For more information about the department, visit the Web site: www.bridgewater.edu

PHILOSOPHY AND RELIGION MAJOR REQUIREMENTS

A major in Philosophy and Religion requires the Bachelor of Arts degree. A major in Philosophy and Religion consists of not less than 30 credits with a minimum of 12 credits each from Philosophy and Religion, the remaining credits composed of courses approved by the Department.

PHILOSOPHY AND RELIGION MINOR REQUIREMENTS

A minor in Philosophy and Religion consists of 18 credit hours selected from Philosophy and Religion courses in consultation with the advisor in the minor.

PEACE STUDIES MINOR REQUIREMENTS

The department offers a minor in Peace Studies that addresses the continuing need for intellectually substantial, morally grounded, and practically effective alternatives to socially conditioned structures of conflict and violence. A minor in Peace Studies consists of 18 credit hours including the following courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>REL 335</td>
<td>Christian Perspectives on Violence and Peace</td>
</tr>
<tr>
<td>REL 420</td>
<td>Christian Social Ethics</td>
</tr>
<tr>
<td>PHIL 319</td>
<td>Conflict Transformation</td>
</tr>
<tr>
<td>PHIL 225</td>
<td>Contemporary Moral and Political Problems</td>
</tr>
<tr>
<td>PHIL 490</td>
<td>Independent Study</td>
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<tr>
<td>REL 317</td>
<td>History of the Christian Church</td>
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<td>REL 319</td>
<td>History of the Church of the Brethren</td>
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<tr>
<td>REL 340</td>
<td>Religions of the Near East</td>
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<tr>
<td>REL 400</td>
<td>Peace Studies Seminar</td>
</tr>
<tr>
<td>REL 490</td>
<td>Independent Study</td>
</tr>
<tr>
<td>PSCI 335</td>
<td>Peace, War, and World Politics</td>
</tr>
<tr>
<td>PSCI 356</td>
<td>Contemporary Foreign Relations</td>
</tr>
<tr>
<td>PSCI 420</td>
<td>International Law and Organization</td>
</tr>
<tr>
<td>SOC 325</td>
<td>Development and Underdevelopment in the Modern World</td>
</tr>
</tbody>
</table>

Courses listed on a student’s plan of the major in Philosophy and Religion are excluded.
GENERAL EDUCATION REQUIREMENT

The College’s General Education requirement of courses in religion or philosophy and in global diversity can be met by courses in the Department of Philosophy and Religion. See the course’s description in the catalog to discover the category to which a particular course applies. REL 220 meets the religion requirement of the College’s General Education plan.

COURSES

PHILOSOPHY

PHIL 225  Contemporary Moral and Political Problems
3 Credits  F

Examination of pressing moral and philosophical questions that have become major political issues of our day. Problems considered include abortion, sexism, racism, drugs, privacy and censorship, civil disobedience, and others of interest to the group.
Prerequisites: ENG 101; and REL 220
Alternate years – offered 2009-2010
General Education: A course in Religion or Philosophy

PHIL 228  Philosophy of Popular Culture
3 Credits  F

A systematic philosophical analysis of the major entertainment media of modern American culture aimed at determining the values reflected in and arising from popular movies, television, comics, music, and literature. Students select and research materials from the most popular national media, assessing the reasons for their extreme popularity.
Prerequisites: ENG 101 and REL 220
Offered on demand
General Education: A course in Religion or Philosophy

PHIL 235  Bioethics
(Cross-listed as BIO 235)
3 Credits  F

This course will confront a number of modern scientific and ethical problems including abortion, genetic testing, genetically modified plants and animals, stem cells, gene therapy, research on humans, and physician-assisted suicide. Biology and biotechnology often confound our notions of right and wrong, and just what is ethical behavior. The course is taught together by a team of instructors from Biology and Philosophy.
Prerequisites: ENG 101 and REL 220
Alternate years – offered 2008-2009
General Education: A course in Religion or Philosophy

PHIL 300  Topics in Philosophy and Religion
(Cross-listed as REL 300)
3 Credits  F

Examines a series of fundamental questions in metaphysics, epistemology, aesthetics and ethics from both a philosophical and a theological perspective. Traces the lineage of current assumptions including the questions and methods of inquiry that are treated in the disciplines of Philosophy and Religion. Designed and intended for students who are considering a major or minor in Philosophy and Religion.
General Education: A course in Religion or Philosophy

PHIL 310  Logic
3 Credits  F, S

Skills of reasoning for solving problems found in ordinary language, deductive and inductive formats, and in common fallacies. A brief introduction to symbolic logic, scientific method, and probability.
General Education: A course in Religion or Philosophy

PHIL 319  Conflict Transformation
(Cross-listed as SOC 319)
3 Credits  F

Designed as a broad introduction to the field, this course will familiarize students with conflict and practical approaches to its transformation. Stu-
PHIL 320  Professional Ethics  
3 Credits  F, S
Pressing issues confronting professionals in a technological era. Utilizing the insights of philosophical and religious ethics, the course examines the responsibilities of the professional person in business, medicine, law education, the ministry, and other fields. Problems considered include confidentiality, accountability, whistleblowing, governmental regulation, and ethical codes.  
Prerequisites: ENG 101 and REL 220; and Junior or Senior standing  
General Education: A course in Religion or Philosophy

PHIL 328  Germanic Cultures  
3 Credits  I
An effort to appreciate Germanic culture contributions by traveling to Germany, Austria and Switzerland. Language, philosophical influences, and theological developments determine the itinerary for the course. Modern history from 16th century to the present suggest sites to be visited.  
Prerequisites: ENG 101 and REL 220  
Offered on demand  
General Education: Europe

PHIL 329  Classical Cultures: Greece and Italy  
3 Credits  I
An analysis of the historical and cultural roots of our Western culture with special concern for the religious and philosophical heritage. Fifteen days of travel are combined with the academic study of the historical sites, literature, art, and concepts of these extraordinary ancient civilizations.  
Alternate years – offered 2009-2010  
General Education: Europe

PHIL 331  The Classical Mind  
(Cross-listed as PSCI 331)  
3 Credits  F
The primary works of Plato and Aristotle form the foundation for the development of certain issues traced into the Medieval era. The original contributions of major Medieval thinkers, especially Augustine and Aquinas, are assessed.  
Prerequisites: ENG 101 and REL 220  
General Education: A course in Religion or Philosophy

PHIL 332  The Evolution of the Modern Mind  
3 Credits  S
The primary works of certain major philosophers who have shaped our intellectual history. Emphasis is placed on Descartes, Spinoza, Leibnitz, Hume, Locke, Kant, and Hegel. The basic philosophical turning-points in the modern history of our civilization are highlighted.  
Prerequisites: ENG 101 and REL 220  
Alternate years – offered 2009-2010  
General Education: A course in Religion or Philosophy

PHIL 333  Contemporary Philosophy  
3 Credits  F
Outstanding philosophical concerns of this milieu beginning with the Vienna Circle and continuing to the present. Focus is on the primary works of influential philosophers from analytical philosophy, language analysis, and important linguistic arguments from writers in other schools of thought and academic disciplines. Representative thinkers may include Wittgenstein, Ayer, Quine and Rorty.  
Prerequisites: ENG 101 and REL 220  
Alternate years – offered 2008-2009  
General Education: A course in Religion or Philosophy

PHIL 335  Philosophy of Religion  
3 Credits  I
Concepts and problems associated with theistic faith in the West. Areas of inquiry and reflection include: the relation of philosophy to religion, arguments for and against the existence of God, the problem of evil, the nature of religious experience (including miracles and mystical experience), the
purpose and meaning of religious language, and the immortality of the soul.

Prerequisites: ENG 101 and REL 220
Alternate years – offered 2009-2010

General Education: A course in Religion or Philosophy

PHIL 337  Philosophy of Science  
3 Credits  F

Interaction of philosophy and science that affects human understanding of the physical universe, life, the mind, and human values. Investigations are made into methods of research, physical evidence defining our universe, the principle of relativity, the uncertainty principle, predictive knowledge, and related topics.

Prerequisites: ENG 101 and REL 220

General Education: A course in Religion or Philosophy

PHIL 340  Environmental Ethics  
3 Credits  S

The historical development of environmental ethics in the U.S., major ethical approaches to contemporary environmental issues, and the application of those theories to particular topics such as ecojustice, biodiversity, and global warming. Readings will be drawn from a wide range of sources, from ancient scripture to current news reports.

Prerequisites: ENG 101 and REL 220

General Education: A course in Religion or Philosophy

PHIL 420  Postmodernism  
3 Credits  S

An effort to analyze philosophically the eras of the 20th-century considered “modernism” and “postmodernism.” Some key ideas of relativity, literary criticism, modern warfare, social norms, and ethical values from art, literature, sciences, social sciences, and philosophy. Authors from the movements called existentialism, structuralism, deconstructionism, feminism, pragmatism, et al.

Prerequisites: ENG 101 and REL 220
Alternate years – offered 2009-2010

General Education: A course in Religion or Philosophy

PHIL 430  Philosophy and Religion Seminar  
3 Credits  F

Intensive study, research, and discussion in an interdisciplinary field of current interest. The Departments of Psychology, Sociology, Economics, History, and others cooperate at times with the Department of Philosophy and Religion in presenting this seminar.

Prerequisites: ENG 101 and REL 220

Offered on demand

PHIL 480  Internship  
3 Credits  F, I, S

PHIL 490  Independent Study  
3 Credits  F, I, S

PHIL 491  Research  
3 Credits  F, I, S

PHIL 500  Honors Project  
3 Credits  F, I, S

RELIGION

REL 220  New Testament  
3 Credits  F, S

Christian beginnings with emphasis upon the literature and thought of the early Christian community. Introduces information and skills necessary for examining the New Testament documents and their relevance in the history of Western culture.

Prerequisite: ENG 101

General Education: New Testament

REL 300  Topics in Philosophy and Religion  
(Cross-listed as PHIL 300)  
3 Credits  F

Examines a series of fundamental questions in metaphysics, epistemology, aesthetics and ethics from both a philosophical and a theological perspective. Traces the lineage of current assumptions including the questions and methods of inquiry that are treated in the disciplines of phi-
philosophy and religion. Designed and intended for students who are considering a major or minor in Philosophy and Religion.

*General Education: A course in Religion or Philosophy*

**REL 310  Jesus of History**  
3 Credits  

The person, the work, and the mission of Jesus as understood in his own time and by Christians throughout history. Examines how the perception of Jesus changes and develops within various historical contexts, and how these changes are reflected in the doctrinal treatises, literature, and fine arts of each period.  
*Prerequisites: ENG 101 and REL 220*  
Alternate years – offered 2009-2010  
*General Education: A course in Religion or Philosophy*

**REL 312  Archaeology and the Bible**  
3 Credits  

Archaeology as it relates to biblical materials, especially to the Old Testament. An examination of findings and discoveries of the past two centuries and their relationship to biblical religion and faith, and to the history of the Hebrew people.  
*Prerequisites: ENG 101 and REL 220*  
Offered on demand

**REL 315  The Lands of the Bible**  
3 Credits  

A study of the history, sociology, and archaeology of Palestine as these disciplines relate to the literature, religions, and cultures of ancient Hebrew society and early Christianity. Following the first week of study on campus, two weeks are devoted to visiting sites of biblical and religious importance in Israel and Jordan.  
*Prerequisites: ENG 101 and REL 220*  
Offered on demand  
*General Education: Global Diversity*

**REL 317  History of the Christian Church**  
(Cross-listed as HIST 317)  
3 Credits  

General introduction to Christianity, surveying all three historical traditions: the Roman Catholic, the Eastern Orthodox, and the Protestant. Special emphasis on social and political structures of the church, and issues in theology and ethics from the Apostolic Age to the present.  
*Prerequisites: ENG 101 and REL 220*  
Alternate years – offered 2009-2010  
*General Education: A course in Religion or Philosophy*

**REL 318  Medieval Women’s Spirituality**  
3 Credits  

A study of Medieval women’s visionary literature, considering both its roots in the classical and Medieval mystical tradition and its development within the distinct life experience of women in the Middle Ages. Special attention will be given to such authors as Hildegard of Bingen, Julian of Norwich, Teresa of Avila, and the Beguine mystics Hadewijch, Mechthild of Magdeburg, Beatrice of Nazareth, and Marguerite Porete.  
*Prerequisites: ENG 101 and REL 220*  
Alternate years – offered 2008-2009  
*General Education: A course in Religion or Philosophy*

**REL 319  History of the Church of the Brethren**  
3 Credits  

From its beginning to the present day. Emphasis upon understanding the church today in light of its historical development, and attention to Brethren doctrine and ideals.  
*Prerequisites: ENG 101 and REL 220*  
Alternate years – offered 2009-2010

**REL 325  Biblical Interpretation**  
3 Credits  

A survey of the changing approaches to biblical interpretation throughout history. Focuses on the theological schools and exegetical methods of the Early Church, the Middle Ages, the Reformation, and the Modern Era. Special attention is given to the exegesis of selected passages.  
*Prerequisites: ENG 101 and REL 220*  
Alternate years – offered 2008–2009  
*General Education: A course in Religion or Philosophy*
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<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>REL 326</td>
<td>Readings in the Hebrew Scriptures</td>
<td>3</td>
<td>F</td>
</tr>
<tr>
<td></td>
<td>History, literature and faith of the Hebrew people as revealed in the study of specific topics in Hebrew Scriptures. Designated material in the Hebrew Bible will be examined through the insights of literary analysis, archaeology, anthropology and historical criticism with special emphasis on interpretive methods. Prerequisites: ENG 101 and REL 220. General Education: A course in Religion or Philosophy.</td>
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<tr>
<td>REL 327</td>
<td>Biblical Themes in Literature</td>
<td>3</td>
<td>I</td>
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<tr>
<td>(Cross-listed as ENG 327)</td>
<td>This course focuses on reading and writing about how religious ideas are expressed in literature, how authors use specific biblical stories in their novels, and how various authors may differ in their retellings of the same story. Prerequisites: ENG 101 and 102; and REL 220. Alternate years – offered 2008–2009. General Education: A course in Literature.</td>
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<tr>
<td>REL 331</td>
<td>Basic Christian Beliefs</td>
<td>3</td>
<td>F</td>
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<tr>
<td>REL 332</td>
<td>Reformation Thought</td>
<td>3</td>
<td>F</td>
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<td>The formative period of thought for contemporary Catholic and Protestant Christianity. Thinkers include representative scholastics, the Humanists, Luther, Zwingli and the Anabaptists, Calvin, and the Catholic Reform expressed in the Councils from Constance to Trent. Prerequisites: ENG 101 and REL 220. Alternate years – offered 2008-2009. General Education: A course in Religion or Philosophy.</td>
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<td>REL 333</td>
<td>Contemporary Christian Thought</td>
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<td>S</td>
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<td>Critical reading and discussion of writings of representative contemporary theologians and writers in the field of religion with a view to developing an awareness of basic issues and patterns in present theological thinking. Prerequisites: ENG 101 and REL 220. Alternate years – offered 2008-2009. General Education: A course in Religion or Philosophy.</td>
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<tr>
<td>REL 335</td>
<td>Christian Perspectives on Violence and Peace</td>
<td>3</td>
<td>I</td>
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<td>Biblical, historical, and social attitudes towards violence and peace including a study of political, social, and scientific factors that affect violence at the interpersonal, and through war at the international levels of human experience. A seminar approach is used. Prerequisites: ENG 101 and REL 220. Alternate years – offered 2008-2009. General Education: A course in Religion or Philosophy.</td>
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<tr>
<td>REL 340</td>
<td>Religions of the Near East</td>
<td>3</td>
<td>F</td>
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<tr>
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<td>Major living religions of the Near East stressing a sympathetic understanding of the illumination, which is provided the adherents of each for daily living, as well as some of the cultural expressions of each in those societies where they flourish. Religions studied include Judaism, Christianity, and Islam. Prerequisites: ENG 101 and REL 220. Alternate years – offered 2009-2010. General Education: Global Diversity.</td>
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<tr>
<td>REL 350</td>
<td>Religions of the Far East</td>
<td>3</td>
<td>F</td>
</tr>
<tr>
<td></td>
<td>Major living religions of the Far East stressing a sympathetic understanding of the illumination, which is provided the adherents of each for daily living, as well as some of the cultural expressions</td>
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</tbody>
</table>
of each in those societies where they flourish. Religions studied include Hinduism, Buddhism, and native Chinese religion.

Prerequisites: ENG 101 and REL 220
Alternate years – offered 2008-2009
General Education: Global Diversity

REL 365 American Religious History
(Cross-listed as HIST 365)
3 Credits  F
A survey of American religious history with a focus on the diversity of that experience. Major topics include Puritanism, Pietism, Revivalism, Mormonism, Methodism, African American religion, Catholicism, and Judaism.
Alternate years – offered 2009-2010
General Education: United States

REL 400 Peace Studies Seminar
3 Credits  S
A brief history of peace studies in the United States, current issues in peace studies, studies in the philosophy of civilization, the roles of violence and nonviolence in protest and revolution, and the roles of church and state in peacemaking.
Prerequisites: ENG 101 and REL 220
Offered on demand

REL 420 Christian Social Ethics
3 Credits  S
Personal and social ethical issues from the perspective of contemporary writings of Christian ethicists. Normative and contextual approaches. An examination of the relationship between religion and culture.
Prerequisites: ENG 101 and REL 220
Alternate years – offered 2009-2010
General Education: A course in Religion or Philosophy

REL 430 Philosophy and Religion Seminar
(Cross-listed as PHIL 430)
3 Credits  S
Intensive study, research, and discussion in an interdisciplinary field of current interest. The Departments of Psychology, Sociology, Economics, History, and others cooperate at times with the Department of Philosophy and Religion in presenting this seminar.
Prerequisites: ENG 101 and REL 220
Offered on demand

REL 480 Internship
3 Credits  F, I, S

REL 490 Independent Study
3 Credits  F, I, S

REL 491 Research
3 Credits  F, I, S

REL 500 Honors Project
3 Credits  F, I, S
Physics

Three different majors in the department provide opportunities for students to study the theoretical and applied nature of physics from within a broad liberal arts context. Students will find that the courses of study in these majors will prepare them for a variety of challenging and rewarding careers, not only in the fields of science and technology, but also in education, engineering, and architecture, as well as careers emphasizing advanced analytical skills, such as business management, law, and Christian ministry.

• The Physics major prepares a student for further study in graduate school or for a career in industry. A number of our graduates have used this route to prepare for study towards a master’s degree in engineering. Others have entered doctoral studies and subsequent vocations in higher education or research. Still others have gone directly into technical jobs in business such as electronics technicians or computer specialists.

• The Physics and Mathematics major is a broad course of study in both physics and mathematics, designed especially for students interested in high school teaching. Upon completion of this program and the necessary education courses, a graduate can become certified to teach both physics and mathematics in high school.

• The Applied Physics major is designed for students interested in technical careers. Depending on their interests, students will select one of three tracks within this major. The Engineering Physics track is designed for students preparing for further study in engineering or completing the 3-2 engineering program with George Washington University or Virginia Tech. Students interested in combining interests in physics, electronics and computer science should complete the Physics and Technology Track. The Physical Science track will give a student a broad background in both physics and chemistry.

The department also offers students the opportunity to minor in physics, which can be a unique way of blending together an interest in traditionally non-science areas with an interest in physics. For example, students interested in careers in technical writing, patent law, philosophy, or religion can combine studies in the humanities with physics. In addition, the department offers several courses in astronomy and physics that meet the General Education needs of non-science majors.

Pre-Professional Programs

For more information on pre-professional programs visit www.bridgewater.edu

For Information on Careers in Physics, visit the Office of Career Services or go to: www.bridgewater.edu
**PHYSICS MAJOR REQUIREMENTS**

This major is selected by students planning on graduate study in physics or engineering or on a physics-related career in industry.

**REQUIRED COURSES:**
- PHYS 221/222  General Physics I, II
- PHYS 305  Electronics
- PHYS 308  Modern Physics
- PHYS 311  Classical Mechanics I
- PHYS 331  Electricity and Magnetism I
- PHYS 345  Experimental Physics
- PHYS 460  Seminar

And nine additional credits from courses numbered 300 or above.

**SUPPORTING COURSES:**
- MATH 131/132  Calculus I, II
- MATH 231/232  Calculus III, IV

**APPLIED PHYSICS MAJOR REQUIREMENTS**

This major is designed primarily for students interested in careers in engineering or technology. Students completing 3-2 programs may transfer appropriate engineering courses for physics courses at the discretion of the Department and Dean for Academic Affairs.

**REQUIRED COURSES:**
- PHYS 221/222  General Physics I, II
- PHYS 308  Modern Physics
- PHYS 460  Seminar

**SUPPORTING COURSES:**
- MATH 131/132  Calculus I, II

Students must select additional courses as outlined in one of the following tracks.

**A. Engineering Physics Track**

This track cannot be taken as a dual major with a major in physics.

**REQUIRED COURSES:**
- CHEM 161/162  General Chemistry I, II
- PHYS 311/312  Classical Mechanics I, II

And four additional courses numbered 300 or above chosen from the Department of Physics.

**SUPPORTING COURSES:**
- MATH 231/232  Calculus III, IV

**B. Physics and Technology Track**

This track cannot be taken as a dual major with a major in computer science or physics.

**REQUIRED COURSES:**
- CSCI 200  Introduction to Programming
- CSCI 205  Data Structures & Abstraction
- CSCI 225  Mathematical Structures for Computer Science
- PHYS 305  Electronics
- PHYS 306  Digital Electronics

And three additional courses numbered 300 or above chosen from the Departments of Physics and Mathematics and Computer Science (at least one from each department).

**C. Physical Science Track**

This track cannot be taken as a dual major with a major in chemistry or in physics.

**REQUIRED COURSES:**
- CHEM 161/162  General Chemistry I, II

And 18 additional credits in courses numbered 300 or above chosen from the Departments of Physics and Chemistry (at least six from each department).

**SUPPORTING COURSES:**
- MATH 231/232  Calculus III, IV

**PHYSICS AND MATHEMATICS MAJOR REQUIREMENTS**

This major is designed primarily for students wishing to certify to teach physics and mathematics at the secondary level and may not be taken as a dual major with the major in Mathematics or Physics.
REQUIRED COURSES IN PHYSICS:
PHYS 221/222 General Physics I, II
PHYS 305 Electronics
PHYS 308 Modern Physics
PHYS 345 Experimental Physics
PHYS 460 Seminar
And three additional credits in physics from courses numbered 300 or above for a total of 24 credits.

REQUIRED COURSES IN MATHEMATICS:
MATH 131/132 Calculus I, II
MATH 216 Set Theory and Symbolic Logic
MATH 231/232 Calculus III, IV
MATH 300 Modern Geometry
And six additional credits in mathematics from courses numbered 300 or above for a total of 24 credits.

PHYSICS MINOR REQUIREMENTS

REQUIRED COURSES:
PHYS 221/222 General Physics I, II
PHYS 308 Modern Physics
And three additional physics courses numbered 300 or above.

COURSES

PHYS 110 Introductory Astronomy 4 Credits F,S
Designed to help students appreciate and understand their physical environment and the methods of physical science through the study of basic astronomy. Topics include the history of astronomy; motion of celestial objects; planets of the solar system; birth, life, and death of stars; galaxies; and cosmology. Three hours in class and two hours in laboratory per week.
General Education: Natural Science

PHYS 125 Concepts of Physics 4 Credits F,S
An introduction to the basic concepts of physics emphasizing practical applications of physical laws to common occurrences. Physical descriptions are presented on how things move, the behavior of sound and light, uses of electricity and magnetism, and the behavior of fundamental particles. Three hours in class and two hours in laboratory per week.
Prerequisites: MATH 107 or satisfactory score on the placement exam, or permission of the instructor
General Education: Natural Science

PHYS 175 Astrobiology: Searching for Life in the Universe 3 Credits I
This course is a general introduction to the burgeoning field of astrobiology in which students will explore astronomy from a search for life perspective. The approach to the search for life in this course will be the search for habitable places in the universe. The course will detail cosmology and the scientific description of the physical and astronomical conditions and processes that produce life on earth. These concepts form the foundation for the current search for additional locations in the solar system that might support life and the search for extrasolar planets throughout the universe.
Prerequisite: MATH 107 or satisfactory score on the placement exam, or permission of the instructor.

PHYS 205 Principles of Astrophysics 3 Credits I
Basic principles of physics as applied to understanding the physical nature of the solar system; the birth, life and death of stars including black holes; and the formation of the universe.
Prerequisite: MATH 120

PHYS 218, 219 College Physics I, II 4 Credits each F,S
An algebra-based exploration of the concepts of motion, forces, energy, waves, heat, electricity,
magnetism, optics, and modern physics. Three hours in class and three hours in laboratory per week.

*Prerequisites: MATH 120. PHYS 218 is prerequisite to PHYS 219*

Alternate years – offered 2008-2009

*General Education: Natural Science*

**PHYS 221, 222  General Physics I, II**

4 Credits each  F, S

During the first term: Kinematics, Newton’s Laws of Motion, conservation laws, rotational motion, periodic motion, and fluid mechanics. During the second term: Thermodynamics, electricity, magnetism, optics and modern physics. A combination of lectures and learning by inquiry are employed. Computers are used for data acquisition, data analysis, and mathematical modeling. Three hours in class and three hours in laboratory per week.

*Prerequisite: MATH 130 or 132 or concurrent enrollment in MATH 131, 132 respectively. PHYS 221 is prerequisite to PHYS 222*

*General Education: Natural Science*

**PHYS 308  Modern Physics**

3 Credits  F

Relativity, wave-particle dualism, Schroedinger equation, wave functions, spectra, nuclear physics and elementary particles.

*Prerequisites: PHYS 222 and MATH 132*

Alternate years – offered 2009-2010

**PHYS 311, 312  Classical Mechanics I, II**

3 Credits each  F, S

Kinematics and dynamics in one, two and three dimensions including oscillating systems, central force motion, Lagrangian and Hamiltonian dynamics, motion of rigid objects, and wave motion.

*Prerequisites: PHYS 222 and MATH 132. PHYS 311 is prerequisite to PHYS 312*

Alternate years – offered 2008-2009

**PHYS 331, 332  Electricity and Magnetism I, II**

3 Credits each  F, S

Electrostatics, scalar potential, electric fields and energy in conductors and dielectrics, electric currents, magnetic fields and energy, leading up to Maxwell’s equations and from there to electromagnetic radiation.

*Prerequisites: PHYS 222 and MATH 132 (PHYS 331 is prerequisite to PHYS 332)*

Alternate years – offered 2008-2009

**PHYS 341  Thermal and Statistical Physics**

3 Credits  I

Thermodynamics, kinetic theory, and an introduction to statistical mechanics.

*Prerequisites: PHYS 222 and MATH 232*

Alternate years – offered 2008-2009

**PHYS 345  Experimental Physics**

3 Credits  I

Certain classical and modern experiments designed to give the student a basic understanding of experimental methods. One hour in class and six hours in laboratory per week.

*Prerequisites: PHYS 222 and MATH 132*

Alternate years – offered 2009-2010
PHYS 410  Optics and Laser Physics  4 Credits  S
Topics include electromagnetic nature of light, geometrical optics, polarization, interference, diffraction, holography, and basics of lasers with applications. Three hours in class and three hours in laboratory per week.
Prerequisites: PHYS 222 and MATH 232
Alternate years – offered 2009-2010

PHYS 420  Quantum Mechanics  3 Credits  S
Schroedinger equation, square well, harmonic oscillator, hydrogen atom, matrix methods, angular momentum, spin, and approximation methods.
Prerequisites: PHYS 340 and MATH 232
Alternate years – offered 2009-2010

PHYS 450  Special Topics  3 Credits  F, S
Devoted to a subject chosen from some field of physics in which regular courses are not offered. The course may be repeated for credit provided a different topic is covered.
Prerequisite: Permission of the instructor
Offered on demand

PHYS 460  Seminar  3 Credits  F
Discussion and presentation of papers by students and faculty on problems of current interest in physics.
Prerequisite: Senior standing with a major in Physics, Applied Physics, Physics and Mathematics or permission of the instructor

PHYS 480  Internship  3 Credits  F, I, S
PHYS 490  Independent Study  3 Credits  F, I, S
PHYS 491  Research  3 Credits  F, I, S
PHYS 500  Honors Project  3 Credits  F, I, S
Psychology

Psychology, broadly defined, is the systematic, scientific study of physiological, behavioral, and mental processes in humans and animals. The field of psychology is simultaneously a scholarly discipline, a research domain, and an applied profession. Psychologists may work in clinical, counseling, educational, industrial, or social settings and play central roles in the fields of health, sports, politics, and business.

The main goal of the Department of Psychology at Bridgewater College is to teach students the significant concepts, theories, research findings, and methodological approaches that have shaped the history of psychology and that represent the contemporary status of the field. A vital component of a Bridgewater student’s training in psychology is direct involvement in psychological research and the application of knowledge, skills, and techniques to the prevention, treatment, and solution of individual and social problems.

The Department of Psychology at Bridgewater College offers a wide range of courses to our students to represent the diversity of the field and to meet the diversity of our students’ interests. With this variety of course offerings, students have the opportunity to choose those courses that best serve their interests and career goals.

The curriculum is decidedly research-focused while sampling from subfields within psychology that are traditionally regarded as experimental domains (learning, cognition and behavioral neuroscience) and those more often labeled as applied-social areas (abnormal, developmental, and social psychology). Students may fulfill the senior capstone requirement through a faculty-mentored research project using state-of-the-art computing and laboratory or through applied research in a practicum setting at one of many human service agencies in the area. More specific information regarding the curriculum and the major in Psychology at Bridgewater College is presented in the following pages.

FOR INFORMATION ON CAREERS IN PSYCHOLOGY, VISIT THE OFFICE OF CAREER SERVICES OR GO TO: WWW.BRIDGEWATER.EDU
PSYCHOLOGY MAJOR
REQUIREMENTS

A major in Psychology consists of a minimum of 41 credit hours including the following courses:

- PSY 200 General Psychology
- PSY 220 Measurement and Statistics
- PSY 225 Biological Psychology
- PSY 230 Research Methods
- PSY 450 Systems and Theories of Psychology

And 3 courses selected from Group A:

- PSY 275 Neurophysiology
- PSY 330 Fundamentals of Memory and Cognition
- PSY 331 Cognitive Neuroscience
- PSY 340 Fundamentals of Learning
- PSY 370 Sensation and Perception
- PSY 375 Functional Neuroanatomy
- PSY 420 Psychopharmacology

And 3 courses selected from Group B:

- PSY 320 Abnormal Psychology
- PSY 350 Psychological Assessment
- PSY 351 Neuropsychological Assessment
- PSY 360 Developmental Psychology
- PSY 380 Public Mental Health
- PSY 390 Human Sexuality
- PSY 430 Psychology of Personality
- PSY 440 Social Psychology

And 2 capstone courses selected from Psychology courses numbered 455 or above.

NEUROSCIENCE MINOR
REQUIREMENTS

A minor in Neuroscience consists of 19 credit hours in the following courses:

- PSY 275 Neurophysiology
- PSY 331 Cognitive Neuroscience
- PSY 351 Neuropsychological Assessment
- PSY 375 Functional Neuroanatomy
- PSY 425 Neuroscience Methods
- PSY 479 Neuroethics

For students minoring in Neuroscience and majoring in Psychology, only three credits from the minor may be applied to the requirements for the major in Psychology.

The introductory course for the neuroscience minor are PSY 275, PSY 331, and PSY 375. The prerequisites for each of the three neuroscience minor introductory courses include PSY 200 and PSY 225 or BIO 207 or BIO 208 or permission of the instructor. CHEM 125 or higher is prerequisite for PSY 425. Students interested in graduate work or careers in neuroscience are strongly encouraged to complete BIO 305 and BIO 314.

COURSES

PSY 200 General Psychology

3 Credits F, I, S

Introduction to psychology as a natural and a social science. Topics include the methods of science, biological bases of behavior, developmental processes, sensation and perception, states of consciousness, conditioning and learning, memory and cognition, motivation and emotion, theories and assessment of intelligence and personality, diagnosis and treatment of psychological disorders, and social-cultural influences on behavior.

General Education: Social Sciences
PSY 220 Measurement and Statistics
3 Credits  F, S
Introduction to basic principles of measurement, data collection and analysis. Topics include data distributions, preparation of data and graphs, descriptive statistics (measures of variability, center and association), and statistical inference (sampling distributions, estimation, and hypothesis tests). Instruction in the use of SPSS statistical software to analyze data.
Prerequisites: PSY 200 and fulfillment of the General Education proficiency requirement in quantitative reasoning.

PSY 225 Biological Psychology
4 Credits  F, S
Introduction to the biological bases of human and animal behavior. A general introduction to the nervous system, including its development, structure, and function, with particular emphasis on the role of brain mechanisms in movement, circadian rhythms, hunger and thirst, sexual behavior, emotional behaviors and stress, learning and memory, and psychological disorders.
Prerequisite: PSY 200

PSY 230 Research Methods
4 Credits  F, S
Introduction to descriptive, correlational, differential (quasi-experimental) and experimental research methods. Topics include an introduction to science as a way of thinking, sampling, hypothesis testing and validity, techniques for controlling extraneous variables, and ethical issues involved in conducting psychological research. The student will learn how to formulate research ideas into testable hypotheses and design experiments that adequately test such hypotheses. Three lecture hours and one laboratory per week.
Prerequisite: PSY 220

PSY 275 Neurophysiology
3 Credits  F
Designed as an interdisciplinary introduction to the function of the central nervous system. The basic principles of neuroscience including neuronal anatomy, electrical properties of single neurons, and cell biology of neurotransmitter release are followed by a discussion of individual sensory systems and an introduction to the organization and function of discrete brain regions including cortex, basal ganglia, hypothalamus, hippocampus, and others. Understanding basic aspects of nervous system function is emphasized, with relevant clinical examples.
Prerequisites: PSY 200 and PSY 225 or BIO 207 or BIO 208 or permission of the instructor.

PSY 310 Advanced Research Methods
3 Credits  I
Methods of analyzing and interpreting data from small-N, qualitative and multiple variable, quantitative research designs are discussed. Instruction in the use of SPSS statistical software to analyze data from designs requiring multivariate analyses, including multiple regression, analysis of variance, canonical correlation, principal components, and factor analysis.
Prerequisites: PSY 230 and junior or senior standing
Offered on Demand

PSY 320 Abnormal Psychology
3 Credits  F, S
The course addresses empirical findings related to the description, classification, assessment, etiology and treatments of various psychological disorders. Emphasis on the role of the influence of culture, gender and other contextual variables will be a key component. Specific disorders examined include anxiety disorders, mood disorders, substance-related disorders, personality disorders and schizophrenia.
Prerequisite: PSY 225 or permission of the instructor

PSY 330 Fundamentals of Memory and Cognition
3 Credits  F
This course investigates the major theories of memory and cognition: perception and attention, representation of knowledge, models of memory, problem solving, reasoning, use of language, intelligence, neural basis of learning and memory.
as well as memory and cognitive disorders. The emphasis will be on the application of the theories to real-life situations. Course material will be enhanced through journal readings and hands-on experiments/demonstrations.

Prerequisite: PSY 230 or permission of the instructor

PSY 331  Cognitive Neuroscience  
3 Credits  S

Cognitive neuroscience focuses on how cognitive functions, such as vision or language, are implemented by the brain. Drawing upon a variety of techniques for probing the working brain at cognitive and neural levels – including functional neuroimaging, analysis of cognitive impairments in brain-damaged patients, and electrophysiological techniques – research in cognitive neuroscience seeks to relate mental representations and computations to brain mechanisms and processes.

Prerequisites: PSY 200 and PSY 225 or BIO 207 or BIO 208 or permission of the instructor

PSY 340  Fundamentals of Learning  
3 Credits  S

Provides an introduction to the experimental analysis of behavior. Historical and modern approaches in the scientific study of learning are discussed. Students are required to demonstrate factual knowledge in the major content areas, procedures, and other advanced issues in regards to simple forms of learning such as habituation and sensitization and more complex forms of associative learning exemplified in classical and operant conditioning.

Prerequisite: PSY 225 or permission of the instructor

PSY 350  Psychological Assessment  
3 Credits  F

An overview of current methods and measures of intelligence, aptitude, achievement, development, interest, and personality and their applications across clinical, educational, and business settings. Students will learn to administer, score, and interpret tests and develop a class presentation.

Prerequisite: PSY 230 or permission of the instructor

PSY 351  Neuropsychological Assessment  
3 Credits  F

An overview of the neuropsychological testing process is presented. Behavior-based vs. norm-based assessments and qualitative vs. quantitative aspects of evaluation process are reviewed with both "paper and pencil" and computerized measures. The administration, scoring and interpretation of various neuropsychological batteries are reviewed. Administration, scoring, discussion of item composition of each scale, and interpretive methods using empirical rules and syndrome analysis are included. Brain-behavior relationships will be a focus.

Prerequisites: PSY 220 or MATH 200 or SOC 350 and PSY 225 or PSY 275 or PSY 331 or PSY 375 or permission of the instructor

PSY 360  Developmental Psychology  
3 Credits  F, S

This course surveys historical approaches, basic issues, recent research, and current theoretical perspectives in developmental psychology. Emphasis is placed on describing and explaining the changes that characterize physical, perceptual, cognitive, social, and emotional development from conception through adolescence.

Prerequisite: PSY 230 or permission of the instructor

PSY 370  Sensation and Perception  
3 Credits  F

A survey of theories, principles, and facts concerning the sensory sciences. Emphasis will be placed on the study of physical, physiological, and psychological principles governing how we acquire information from the environment through the senses, and the organization of these sensations into meaningful, interpretable experiences. Although the focus is on mechanisms, the influence of disease, development, and aging are also considered.

Prerequisite: PSY 225 or permission of the instructor
### PSY 375  Functional Neuroanatomy  
**3 Credits**  
A comprehensive analysis of the organization of vertebrate nervous systems is approached from a structural perspective with emphasis on the human central nervous system. Principles of organization are stressed. The laboratory component of the course introduces students to neuroanatomical and neurohistological methods and techniques. Both the gross and fine microscopic anatomy of the nervous system are studied.  
*Prerequisites: PSY 200 and PSY 225 or BIO 207 or BIO 208 or permission of the instructor*

### PSY 380  Public Mental Health  
**3 Credits**  
This course is designed to expose students to a broad view of public mental health with a focus on the continuum of services and the history and organization of the public mental health system in the U.S. The intent is to stimulate the interest of future researchers, clinicians, and policy makers toward improvement of public mental health. Applied psychological interventions will be discussed.  
*Prerequisite: PSY 200 or SOC 101*

### PSY 390  Human Sexuality  
**3 Credits**  
This course is a survey course of the field of human sexuality as taught from a scientific/psychological perspective. The psychological focus means that sexuality and topics of sexuality will be examined as they relate to human behavior and relationships. Students will learn practical information about the biological, psychological, and social aspects of sexuality that will be of use for daily living (e.g., information about contraception, STDs, and variations in sexual behavior). Students will become comfortable with the topic of sex to assist them in communicating with their romantic relationships, their doctors, and someday, their children. Content topics include: sexual anatomy and physiology; sexually transmitted diseases; conception, pregnancy and infertility; methods of contraception; prenatal sexual differentiation; sex research; attraction and love; sexual orientation and sexual dysfunction and therapy. (Credit may not be received for both PSY 390 and BIOL 306.)  
*Prerequisite: PSY 200 or SOC 101 AND permission of the instructor*

### PSY 420  Psychopharmacology  
**3 Credits**  
Introduction to selected topics from the study of drug effects on behavior and other psychological processes, including memory, motivation and perception. Special emphasis will be on the reinforcing properties of drugs and substance abuse/dependence.  
*Prerequisite: PSY 225 or permission of the instructor*

### PSY 425  Neuroscience Methods  
**4 Credits**  
This lecture and laboratory course exposes students to a variety of research techniques employed by neuroscientists: behavioral and cognitive procedures for measuring reward, memory, attention, and emotion; neuroanatomical procedures for staining and examining brain tissues; physiological procedures for recording the electrical activity of nerve cells, as well as commonly used techniques used to explore brain-behavior relationships (EEG, lesions, electrical and chemical stimulation).  
*Prerequisites: PSY 275 or PSY 331 or PSY 375 AND CHEM 125 or higher or permission of the instructor*  
*Alternate years – offered 2008-2009*

### PSY 430  Psychology of Personality  
**3 Credits**  
Introduction to descriptions, dynamics and determinants of normal and abnormal personality development. The contributions of major personality theorists and the implications of current research are considered.  
*Prerequisite: PSY 230*

### PSY 440  Social Psychology  
**3 Credits**  
An overview of the study of how people’s behaviors, attitudes, and feelings are shaped by other
people and the social environment. Students will be presented with the Lewinian model of behavior as they explore such topics as attraction, prejudice, deindividuation, persuasion, cognitive dissonance, social cognition, and attribution theory. This course will emphasize classic studies in the field and their applicability to the everyday experiences of the students.

Prerequisite: PSY 230 or permission of the instructor.

**PSY 450 Systems and Theories of Psychology**

3 Credits  F, S

Evolution of modern psychology from its origins in philosophy, physiology and physics to current theoretical positions. Special attention is given to reoccurring psychological issues and the role of a scientific perspective.

Prerequisites: PSY 230 and Junior or Senior standing

**PSY 455 Advanced General Psychology**

3 Credits  F

Study of a range of topics considered important to a basic understanding of the field for the advanced student. Topics include sensation, perception, learning, motivation, memory, thinking, language, personality and social behavior.

Prerequisites: PSY 230 and Senior standing

**PSY 460 Research Seminar in Contemporary Psychology**

3 Credits  F, S

The focus of the course is on developing a research proposal that may culminate in either an independent study or honors project in the spring semester. Requires a formal research proposal prepared according to the editorial style of the American Psychological Association, including a title, problem statement, literature review, formal hypothesis(es) and method of data collection and analysis.

Prerequisites: PSY 230 and Junior or Senior standing

**PSY 470 Special Topics**

3 Credits  F, S

Directed study of a selected research topic. This experience is designed to help the advanced student develop knowledge of a specific area of research or practice.

Prerequisite: Permission of the instructor

**PSY 479 Neuroethics**

3 Credits  I

This course will delineate a new field of Neuroethics concerned with the social, legal and ethical implications of modern research on the brain. The course will bring together contemporary writings from neuroscientists, bioethicists, public policy makers and scholars in the humanities for discussion and debate on these issues.

Prerequisites: PSY 425 and two of the following four classes: PSY 275, PSY 331, PSY 351, PSY 375 or permission of the instructor

Alternate years – offered 2009-2010

**PSY 481 Practicum in Applied Psychology**

3 Credits  F, S

Supervised practicum experience in a public or private agency setting that provides psychological or educational services. A student may enroll in a practicum for three credit hours in a semester, and practicum credit may be earned in subsequent semesters. A research report or scholarly paper based on the experience along with performance on-site will determine the student’s grade for the course.

Prerequisites: PSY 230, a minimum 2.5 GPA, and Junior or Senior standing

**PSY 480 Internship**

3 Credits  F, I, S

**PSY 490 Independent Study**

3 Credits  F, I, S

**PSY 491 Research**

3 Credits  F, I, S

**PSY 500 Honors Project**

3 Credits  F, I, S
Sociology

The Sociology Department offers a broad range of courses leading to a B.A. or B.S. degree with a major in sociology. Social Work, Crime and Justice, Cultural Studies, and Sociology minors are options for students majoring in other disciplines. Each year, our graduates go into a variety of careers and graduate programs in the social sciences, human services, education, the legal professions, criminal justice, government, business, and communications. The department places a strong emphasis upon developing skills in interpretation, writing, research, and data analysis that are broadly transferable among many professional vocations. Many sociology courses are taught in an interactive format, in which student contributions are central to class sessions. Subjects include anthropology, cultural studies, group dynamics, criminology, inequality, family, race and ethnicity, social philosophy, and both quantitative and qualitative research and data analysis. Distinctive features of the program are: 1) a balanced emphasis upon theoretical issues and practical skills; 2) a senior practicum that is very flexible, with a strong reputation in local and regional organizations; 3) a multi-function departmental lab that is outfitted with state-of-the-art computer technology; and 4) a curriculum structure that invites our majors to consider minors in related disciplines and opportunities for study abroad.

► For information on careers in sociology, visit the office of career services or go to: www.bridgewater.edu
Sociology Major Requirements

A major in Sociology consists of 33 credit hours including the following courses:
- SOC 101 Principles of Sociology
- SOC 350 Methods of Research & Data Analysis I
- SOC 351 Methods of Research & Data Analysis II
- SOC 405 The Community
- SOC 420 Social Inequality
- SOC 450 Sociological Theory
- SOC 471 Senior Seminar

And four additional sociology courses approved by the department

A supporting course for the major is MATH 200: Statistics or PSY 220: Measurement and Statistics

Sociology Minor Requirements

A minor in Sociology consists of 21 credit hours including the following courses:
- SOC 101 Principles of Sociology
- SOC 350 Methods of Research & Data Analysis I
- SOC 351 Methods of Research & Data Analysis II
- SOC 405 The Community
- SOC 420 Social Inequality

An additional 6 credit hours are required from the following course options:
- SOC 228 Racial and Ethnic Studies
- SOC 245 Group Process
- SOC 311 Criminology
- SOC 312 Juvenile Justice and Delinquency
- SOC 320 Sociology of the Family
- SOC 325 Development and Underdevelopment in the Modern World
- SOC 345 Organizations in American Life
- SOC 450 Sociological Theory

A supporting course for the minor is MATH 200: Statistics or PSY 220: Measurement and Statistics

Social Work Minor Requirements

A minor in Social Work consists of 27 credit hours in Sociology and Social Work from the following courses:
- SOC 210 Law and Society
- SOC 254 Introduction to Social Work
- SOC 255 Introduction to Social Welfare Systems
- SOC 320 Sociology of the Family
- SOC 354 Interventive Methods and Social Work Practices
- SOC 355 Counseling and Personal Development
- SOC 405 The Community

And 1 course from the following:
- SOC 228 Racial and Ethnic Studies
- SOC 245 Group Process
- SOC 311 Criminology
- SOC 319 Conflict Transformation
- SOC 342 Aging in Society

A minor in Social Work consists of 27 credit hours including the following courses:
- SOC 210 Law and Society
- SOC 254 Introduction to Social Work
- SOC 255 Introduction to Social Welfare Systems
- SOC 320 Sociology of the Family
- SOC 354 Interventive Methods and Social Work Practices
- SOC 355 Counseling and Personal Development
- SOC 405 The Community

And 1 course from the following:
- SOC 228 Racial and Ethnic Studies
- SOC 245 Group Process
- SOC 311 Criminology
- SOC 319 Conflict Transformation
- SOC 342 Aging in Society

Crime and Justice Minor Requirements

A minor in Crime and Justice consists of 25 credit hours including the following courses:
- SOC 210 Law and Society
- SOC 311 Criminology
- SOC 319 Conflict Transformation
- SOC 412 Adjudication and Corrections: Existing and Alternate Strategies
- SOC 483 Practicum/Seminar in Crime and Justice

And 3 courses from the following:
- SOC 312 Juvenile Justice and Delinquency
- SOC 313 Gender, Crime and Justice
- SOC 330 World Justice Systems
- SOC 332 Public Security and Insecurity
- SOC 345 Organizations in American Life
- SOC 410 Communication Law: Civil Liberties and the Public Good
CULTURAL STUDIES MINOR REQUIREMENTS

A minor in Cultural Studies consists of 21 credit hours including the following courses:

SOC 232  Cultural Studies
SOC 352  Qualitative and Ethnographic Research
SOC 495  Intercultural Seminar

And 4 courses (200 level and above) chosen from the following recommended electives:

COMM 334  Intercultural Communication
ENG 220  American Folklife
ENG 243  Native American Literature and Culture
PSCI/SOC 215  Global Identities
PHIL 420  Postmodernism
SOC 228  Racial and Ethnic Studies
SOC 335  Immigrants in the Shenandoah Valley

Other elective courses may be included with departmental approval.

Courses for the minor must be taken in at least three different departments. No more than two courses will count toward both the minor and the student’s major. No more than one Interterm course will count toward the minor.

COURSES

SOC 101  Principles of Sociology

Introduction to sociology as the study of human arrangements, with emphasis upon the relationship between human behavior and the social context. Topics include the nature and impact of culture and social structure, inequality, poverty, social institutions, organizations, social interaction, impression management, social change, and the historical context of knowledge and relationships. Methods of sociological investigation and interpretation are also emphasized.

General Education: Social Sciences

SOC 205  Cultural Diversity in American Music

This course blends various interpretive approaches to examine how musical diversity reflects the globalization of the U.S. A mix of readings, listening assignments, and excursions will expose students to the notion of “music as culture” in a social context, as well as to specific musical cultures, including some that are represented in the local area. Musical idioms addressed may include bands, merengue, hip-hop, reggae, and others from a variety of cultural lineages.

Prerequisite: SOC 101
General Education: United States

SOC 210  Law and Society

A critical analysis of the justice system in the United States of America, examining the creation and enforcement of law in its sociocultural context, and the societal impact of the justice system. Through examination of current and historical case studies, this course will also assess the neutrality, objectivity, and universality of law; and the relationship between law and social change, with a special emphasis on justice, fairness and equality.

Prerequisite: SOC 101

SOC 215  Global Identities

(Cross-listed as PSCI 215)

This interdisciplinary course explores the power and dynamics of human similarities and differences on a global scale. Dramatic changes in information, communications and transportation technologies continue to make it easier to interact with people all over the world. The new interactions allow us to discover ways that we are similar to those we have long considered different and to create new understandings about what it means to be different. How we think about identity and difference governs our behavior toward others and, therefore, will grow increasingly important as the world continues to shrink. By providing the opportunity to question contemporary assump-
tions, values and patterns of behavior, students are encouraged to think about ways to make these global interactions more constructive and more peaceful.

*General Education: Global Diversity*

**SOC 220** Social Problems

Problems of population growth, environment and resource depletion, alcoholism and drug addiction, crime and violence, inequity and poverty, unemployment, alienation and several others will be studied. Development of public awareness, role of social movements, theoretical approaches, value conflicts, interest groups and power struggles, and examination of proposed solutions will also be included.

*General Education: United States*

**SOC 228** Racial and Ethnic Studies

The nature of racial relations and inequalities in American society, including their historical origins and relationship to Western capitalist development. The ethnic composition of contemporary American society, impact of legal and illegal immigration patterns, dynamics of modern structures and institutions, the Civil Rights Movement, inter-ethnic conflicts and attitudes, multiculturalism and status of affirmative action are analyzed in the context of national and global social change.

*Prerequisite: SOC 101*

*General Education: United States*

**SOC 230** Mass Media & Society

(Cross-listed as COMM 230)

A survey of media history and an examination of the effect mass media has on American society. This course will examine the development and impact of print media, radio, television, video, public relations, advertising and electronic services. Emphasis will be placed upon the development of the information society.

**SOC 232** Cultural Studies

This course serves as an introduction to the theory and practice of cultural studies. Students will gain awareness of major theorists and works in the field, as well as the practice of cultural studies in various disciplines. Exemplary works of scholarship will model a critical perspective on culture in human society. Topics may include cultural materialism, semiotics, nationalism, ethnic and racial identity, gender and sexuality, cultural politics, mass media, public spheres, social space and place, commodity consumption, music, and popular culture.

*Prerequisite: SOC 101*

**SOC 235** General Anthropology

Human biology and evolution as seen through genetics, races, archaeology, and prehistory; and the diversity and uniformity of human behavior as seen through cross-cultural studies. The growth and spread of culture in time and space are reviewed; the impact of urbanization, industrialization and technological trends on the nature and quality of man’s life are examined. (Credit may not be received for both SOC 235 and 236).

*General Education: Global Diversity*

**SOC 236** Cultural Anthropology

The cultural branch of anthropology concerns the many, diverse ways that human beings create and live in worlds of meaning. This course focuses on how the different contexts in which humans live have produced variations in belief, food, dress, music, kinship, gender, visual aesthetics, language, and other cultural aspects of ordinary life. The course also introduces ethnography, an anthropological way of doing research and writing, in order to understand cultural difference. In the process of trying to understand the cultures represented in the anthropological literature, students gain a deeper, critical understanding of their own culture. (Credit may not be received for both SOC 235 and 236).

*General Education: Global Diversity*
SOC 238  Introduction to Material Cultural Studies
3 Credits  F

The study of material culture unlocks the various cultural meanings underlying the objects made and used by American men and women. This course will introduce students to techniques for examination of objects and artifacts through the study of important texts, hands-on experience, on-site visits to museums, buildings and cultural landscapes. Topics explored will include vernacular architecture, cultural geography, popular design, technology, folk life and archaeology.
Prerequisite: SOC 101
General Education: United States
Alternate years – offered 2008-2009

SOC 245  Group Process
3 Credits  S

The study of the behavior of individuals in small groups with a focus on the development of interpersonal communication skills. Topics include facilitation, leadership styles, decision making, problem solving, and mediation. Attention will be directed at how groups form and change over time; how conflict occurs and is managed; how roles and norms develop; and the nature of power, conformity and deviance in groups. The relevance of this work to applied settings will also be discussed.
Prerequisite: SOC 101
Alternate years – offered 2008-2009

SOC 306  Cultures of Japan
3 Credits  F, S

An historical and cultural study of Japan, with particular attention to religion, government, and the arts. Consideration is given to daily life in Japan and current problems and changes.
Prerequisite: SOC 101
General Education: Global Diversity

SOC 309  Cultures of Africa
3 Credits  F

The racial, social, and cultural history of Africa in ancient and modern times. Attention is given to the impact of urbanization and to African responses to Western values and institutions as carried to the continent by the Colonial powers. Contemporary political and socioeconomic trends and problems.
Prerequisite: SOC 101
General Education: Global Diversity

SOC 311  Criminology
(Replaces SOC 310)
3 Credits  S

Examines theories pertaining to the causes of crime and treatment of offenders, including theories of violent and property crimes as well as "white-collar" crimes in government, nonprofit, and business organizations. The differential treatment of these types of offenders is also critically examined.
Prerequisite: SOC 210

SOC 312  Juvenile Justice and Delinquency
3 Credits  F

An analysis of juvenile crime trends including the impact of gender, race, and class on delinquent behavior. Historical trends in juvenile corrections are examined along with current debates on reform and the relationship of delinquency to family structures, peer groups, the educational and medical systems, and the court. Special topics include gangs, juvenile detention, probation, child advocates, waiver to adult courts, and hospitalization.
Prerequisite: SOC 210
Alternate years – offered 2008-2009
SOC 313  Gender, Crime and Justice
3 Credits  F

An investigation of the interaction between gender and social control in the United States and cross-culturally. The gendered nature of criminal activity is examined, as well as theories that seek to explain these patterns. Emphasis is on historical shifts in the status and treatment of women, and how these relate to the justice system. Current issues in the correctional treatment of women is also explored.

Prerequisite: SOC 210
Alternate years – offered 2009-2010

SOC 314  Gender, Crime, and Justice in Mexico
3 Credits  Sum

This travel course is a comparative investigation of the interaction between gender and social control in Mexico and the United States. The social positions and roles of Mexican women will be examined, with attention to historical shifts in their status and treatment, and how these impact their relationship to the justice system. The gendered nature of Mexican criminal activity and corrections is also examined and compared to patterns and practices in the United States. (Credit may not be received for both SOC 313 and SOC 314.)

SOC 317  Sociology of Birth and Death
3 Credits  S

An examination of how events often assumed to be “natural” are conditioned by social and cultural forces. Emphasis is on the socialization of nature, changes in medicine and technology, the transmission of cultural mores regarding birth and death, and the rituals that surround them. Questions of how society supports, controls, and constrains our arrival into and departure from the world are addressed, as well as the ways in which birth and death become cultural metaphors for other social phenomena.

Prerequisite: SOC 101
Alternate years – offered 2009-2010

SOC 319  Conflict Transformation
(Cross-listed as PHIL 319)
3 Credits  F

Designed as a broad introduction to the field, this course will familiarize students with conflict and practical approaches to its transformation. Students will focus on personal communication and conflict styles, negotiation skills, interpersonal mediation, and facilitation of group decision-making and problem solving. Students will participate in discussions, exercises, analyses, role-plays, and simulations. In addition to the regularly scheduled meeting times, one Saturday session is included.

Prerequisite: SOC 101

SOC 320  Sociology of the Family
(Cross-listed as FCS 320)
3 Credits  F

Examination of the human family historically and comparatively in various cultures with major emphasis placed upon the modern American family. Included are such topics as the diversity of family structures, the social construction of emotions, gender expectations and roles, parenting, the life cycle, and family tensions.

Prerequisite: SOC 101

SOC 325  Development and Underdevelopment in the Modern World
3 Credits  S

Dilemmas, tensions, and theoretical and policy issues related to the position of Third World countries in the modern world. Questions of urbanization, industrialization, modernization, westernization, and distribution of economic resources are discussed. Various theories of development and underdevelopment are critically examined.

Prerequisite: Major in one of the Social Sciences or permission of the instructor and SOC 101.
General Education: Global Diversity
**SOC 330**  
**World Justice Systems**  
3 Credits  S

A comparative study of justice systems derived from major legal traditions. The development and application of these systems will be examined, with an emphasis on historical trends and social forces that shape them. Comparative themes include: objectives of the systems, the role of political power, governing authorities, public perceptions, systems of morality, constructions of guilt and innocence, and corrections philosophies and practices.

*Prerequisite: SOC 210  
Alternate years – offered 2009-2010*

**SOC 332**  
**Public Security and Insecurity**  
3 Credits  S

Examines perceptions of security and danger in America since the early 20th-century. Examples include immigrants and street crime, organized crime, labor conflict, the communist threat, youth gangs and drugs, and terrorism. The role of "moral entrepreneurs," special interest groups, mass media, private and public security industries, intelligence and surveillance, and political manipulation will be explored. A critical question throughout will center on the balance of public safety and individual liberty.

*Prerequisite: SOC 210  
Alternate years – offered 2008-2009*

**SOC 335**  
**Immigrants in the Shenandoah Valley**  
3 Credits  S

Developing patterns of immigration have changed the human landscape of the Shenandoah Valley. This course places these changes in the context of current theories and research on immigration, while also allowing students to learn from first-hand interaction with people involved with immigration locally. Emphasis is placed on understanding the point of view of immigrants, as well as issues faced by the receiving community. Opportunities for field experience and original research are incorporated into the assignments. Students with a background or interest in the Spanish language, intercultural work or study, and service-learning will especially benefit from the course.

*Prerequisite: SOC 101  
General Education: Global Diversity*

**SOC 340**  
**Cultural Theory at the Movies**  
3 Credits  I

A selection of popular films is the medium for an introduction to theories of culture and society. The American landscape serves as our canvas. Topics covered include race, class, gender, style, appropriation, resistance, allegory, and the carnivalesque. This is less a film class than a survey of major contemporary theories in the humanities and social sciences. Students will gain experience in critical thinking and writing from a cultural studies perspective. Substantial reading assignments will accompany the daily films. The course is highly recommended for students considering graduate studies in the humanities or social sciences, or for anyone interested in developing a critical viewpoint on films and culture in general. (Students should be prepared to view challenging films that may depict violence, sexual situations, substance abuse, and strong language.)

*Prerequisite: SOC 101 or permission of the instructor  
General Education: United States*

**SOC 342**  
**Aging in Society**  
3 Credits  S

The social factors influencing the aging process and the social issues raised by an aging population. Cross-cultural and historical contexts of old age are considered with major emphasis on growing old in contemporary American society. The social construction of aging, impact of social context upon the experience of aging, theories of aging, and relation between culture, public policy, and social services for the aging are explored.

*Prerequisite: SOC 101  
Alternate years – offered 2009-2010*

**SOC 345**  
**Organizations in American Life**  
3 Credits  S

Structure and functioning of organizations in American society. Patterns of coordination, com-
communication, and control that exist in business and governmental organizations. Labor management strategies, bureaucracy, organizational cultures, hierarchies, and organizational networks are examined from a sociological, rather than a management, perspective.

*Prerequisite: SOC 101*

**SOC 350  Methods of Research & Data Analysis I**

3 Credits  F

Scientific methods and their application in the study of social phenomena, with an emphasis upon survey research. Topics include the relation between theory and research, defining and operationalizing a research problem, questionnaire construction, research design alternatives, sampling, measurement, and elementary data analysis and reporting utilizing the Statistical Package for the Social Sciences (SPSS).

*Prerequisite: SOC 101 and MATH 200 or PSY 220*

**SOC 351  Methods of Research & Data Analysis II**

3 Credits  S

The application of scientific research methods to specific research problems. Various measurement, scaling, and statistical techniques are utilized to address research problems defined by the students. The Statistical Package for the Social Sciences (SPSS) is used to analyze data from the General Social Survey (GSS) and other existing data sets. The course culminates in a major research paper that is presented in oral and written form.

*Prerequisite: SOC 350.*

**SOC 352  Qualitative and Ethnographic Research**

3 Credits  S

This course introduces practical, theoretical, and ethical issues involved in interpretive, field-based cultural research. Students will gain exposure to the questions and assumptions associated with various approaches to qualitative inquiry. Specific research methods addressed may include participant observation, interviews, field notes, archiving and analysis of multimedia materials, and ethnographic writing. Students will gain hands-on experience through small-scale field projects, and develop a plan for their own original research.

*Prerequisite: SOC 101*

**SOC 405  The Community**

3 Credits  S

Exploration of sociological literature related to the nature of community in American society. Topics include rural/urban contrasts, individualism and social obligation, the Chicago school, American community studies, urban problems, gentrification, and affluence and homelessness. Classical literature from Simmel and Toennies is combined with recent monographs on the topic.

*Prerequisite: SOC 101*

**SOC 410  Communication Law: Civil Liberties and the Public Good**

(Cross-listed as COMM 410)

3 Credits  F

An examination of how the mass media are constrained and protected by the law and court interpretations. Among the issues to be explored are libel, copyright, obscenity, censorship and freedom of the press, cable TV franchising, corporate and government communications, and other media-related legal issues.

*Alternate years – offered 2009-2010*

**SOC 412  Adjudication and Corrections: Existing and Alternate Strategies**

3 Credits  S

Begins with an overview of structures of adjudication, sentencing and corrections in the United States. It then examines alternative approaches to justice and reconciliation, including community-based rehabilitation, victim/offender conflict mediation, family and neighborhood circles, etc. Adult and peer mentoring, job training, employment agreements with local businesses, and educational supports will be considered as strategies for community reintegration.

*Prerequisites: SOC 210 and 311*
SOC 420  Social Inequality  
3 Credits  S

Patterns of social stratification and important theories of the class structure. Stress is placed upon analysis of the American class system; acquaintance with major research in the field is emphasized.  
Prerequisite: SOC 101

SOC 450  Sociological Theory  
3 Credits  F

A survey of classical and contemporary sociological theory, including the works of Karl Marx, Emile Durkheim, Max Weber, George Herbert Mead, Erving Goffman, Talcott Parsons, Harold Garfinkel, Pierre Bourdieu, Anthony Giddens, and others.  
Prerequisite: SOC 101

SOC 471  Senior Seminar  
3 Credits  S

A capstone seminar for the sociology major, exploring integrative themes regarding sociological research and analysis, the practice of sociology, and sociology-related vocations.  
Prerequisite: Permission of the instructor

SOC 480  Internship  
3 Credits  F, I, S

SOC 483  Practicum/Seminar in Crime and Justice  
4 Credits  F

As a capstone experience to the Cultural Studies minor, the seminar will provide a collaborative space for framing the students’ experiences in the minor, both in courses and extracurricularly, using a synthetic and theoretically informed perspective. A substantial piece of writing is required, in the form of a reflective essay, original research report, or theoretical discussion.  
Prerequisite: SOC 232 and SOC 352.

SOC 500  Honors Project  
3 Credits  F, I, S

RELATED COURSES: SOCIAL WORK

SOC 254  Introduction to Social Work  
3 Credits  F

An overview of the development of social work as a profession with an introduction to the various settings in which social work is practiced. Particular emphasis will be placed on the value orientation and ethical code of the profession and legal issues facing both practitioners and clients. Twenty hours of community service is a component of this course.  
Prerequisite: SOC 101

SOC 255  Introduction to Social Welfare Systems  
3 Credits  S

Traces the origins and development of current social welfare institutions and illuminates the philosophical and ethical considerations undergirding social policy while considering the merits and deficits of current social services. While a primary focus is on the political, economic, and
social context of the American welfare system, cross-cultural comparisons will be considered.

**Prerequisite: SOC 101**

**SOC 354**  
**Interventive Methods and Social Work Practices**  
3 Credits  
S

Designed to introduce students to problem solving and interview skills in various social work settings. Orientation is given to methods employed in casework, group work, and community organization. Attention will be given to the theoretical frameworks that inform social work practice with specific focus on assessment, planning, crisis intervention, evaluation of services, and termination of care. Twenty hours of community service is a component of this course.

**Prerequisite: SOC 254**

**SOC 355**  
**Counseling and Personal Development**  
3 Credits  
F

Basic counseling skills and models are outlined for students who plan to enter a helping profession. Primary focus is placed on current counseling techniques and strategies. Helping skills such as attending, reflecting, clarifying, empathizing, supporting, examining feedback, confronting, and facilitating group process are treated. Goal setting, decision making, self-awareness, and referral techniques are also included.

**Prerequisite: SOC 101**

**SOC 481**  
**Field Experience in Social Welfare**  
3 or 12 Credits  
F, S

Provides social work experience through placement in a human service agency. The placement may be arranged for 12 weeks of a full-time experience during the normal semester or on a part-time basis for three credits. The experience is under careful supervision of both the agency and the Sociology Department. The student’s interest influences the choice of an agency. One-hundred twenty hours of participation are required for three credits and 480 hours are required for 12 credits.

**Prerequisites: SOC 254, 255, 354, and 355 or permission of the instructor**

**SOC 482**  
**Proseminar in Social Work Ethics**  
3 Credits  
F, S

This independent study may only be taken by those students who are concurrently enrolled in SOC 481: Field Experience in Social Welfare. In conjunction with the fieldwork placement, this seminar is designed to provide students with an advanced forum to discuss the social work profession. This seminar will explore the implications of the Social Work Code of Ethics on professional conduct as well as the agencies with which students work. In addition, students will have an opportunity to explore inter-agency approaches to social work and social welfare.
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<td>Tuition, Part-Time Student</td>
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<td>Pre-Veterinary Science</td>
<td>Tuition, Payment Plans</td>
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<td>President’s Message</td>
<td>Tuition, Alumni Learning</td>
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<td>Religious Life and Services</td>
<td>Writing Center</td>
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<td>Reservation Deposits</td>
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MILES TO BRIDGEWATER FROM:

Albany, NY ..................................... 484
Baltimore, MD .................................. 180
Boston, MA ..................................... 584
Charleston, WV ................................ 235
Columbus, OH .................................. 325
Dover, DE ...................................... 220
Hagerstown, MD ................................. 110
Harrisburg, PA .................................. 180
Johnson City, TN ................................ 278
Lynchburg, VA .................................. 95
Morgantown, WV ................................. 150
New York, NY .................................. 345
Norfolk, VA ..................................... 215
Philadelphia, PA ................................. 265
Pittsburgh, PA ................................... 220
Raleigh, NC ..................................... 230
Richmond, VA ................................... 125
Roanoke, VA .................................... 110
Washington, DC ................................. 125
Winston-Salem, NC ............................. 225
San Juan, PR .................................... 1,580
Kingston, Jamaica ............................... 2,000
Please send me more information about Bridgewater College.

Name ____________________________________________  □ M  □ F

Address __________________________________________

City ____________________________ State _____ Zip ______

Telephone (___) ___________ E-mail ______________________

High School I attend __________________________ Year of graduation ______

— OR —

College I attend __________________________ Year of transfer ______

GPA ___________ SAT Scores: CR _____ M _____ WR _____ E _____

My intended major is ___________________________________ □ Undecided

▶ www.bridgewater.edu

CRC
IMPORTANT: DO NOT ENLARGE, REDUCE OR MOVE the FIM and POSTNET barcodes. They are only valid as printed! Special care must be taken to ensure FIM and POSTNET barcode are actual size AND placed properly on the mail piece to meet both USPS regulations and automation compatibility standards.

BRIDGEWATER COLLEGE
DIRECTOR OF ADMISSIONS
402 E COLLEGE ST
BRIDGEWATER VA 22812-9900
2008-2009 Academic Calendar

**SUMMER SESSIONS 2008**
- May 27: Session 1 begins
- June 13: Session 1 ends
- June 16: Session 2 begins
- July 4: Independence Day Holiday
- July 25: Session 2 ends

**SPRING SEMESTER 2009**
- Jan. 5: Interterm begins
- Jan. 23: Interterm ends
- Jan. 27-28: Interterm Break
- Jan. 28: Spring Registration
- Jan. 29: Spring classes begin
- Feb. 6: Last day to add a class
- March 6: Spring Break begins (after last class)
- March 16: Classes resume
- April 3-4: Easter Break begins (after last class)
- April 9: Easter Break ends
- April 13: Classes resume
- May 6: Last day of Spring classes
- May 7-12: Final Exams
- May 17: Baccalaureate/Commencement

**FALL SEMESTER 2008**
- Aug. 25-29: Faculty Meeting Days
- Aug. 30: New Student Move In
- Aug. 30-Sept. 1: New Student Orientation
- Sept. 2: First day of Fall classes
- Sept. 4: Opening Convocation
- Sept. 6: New Student Reception
- Sept. 10: Last day to add a class for Fall Semester
- Oct. 3-4: Homecoming
- Oct. 10: Fall Break begins (after last class)
- Oct. 15: Classes resume
- Oct. 17: Mid-Term grades due
- Oct. 22: Last day to withdraw WP
- Oct. 31-Nov. 1: Family Weekend
- Nov. 6-7: Fall Board Meeting
- Nov. 23: Thanksgiving Break begins (after last class)
- Dec. 1: Classes resume
- Dec. 5: Last day of classes
- Dec. 6-7: Reading Days
- Dec. 8-12: Final Exams
- Christmas Break begins (after last exam)

**INTERTERM 2009**
- Jan. 5: Interterm begins
- Jan. 23: Interterm ends
- Jan. 27-28: Interterm Break
- Jan. 28: Spring Registration
- Jan. 29: Spring classes begin
- Feb. 6: Last day to add a class
- March 6: Spring Break begins (after last class)
- March 16: Classes resume