

(BR) BRIDGE

Courses

BR 114. The Business of Fitness and Wellness. 3 Hours.

This course is an examination of the principles and methods of program development, management, delivery, and assessment within the sport industry, specifically integrating fitness and wellness concepts into youth, community and campus recreation programs. Using the principles and theories for fitness and wellness program development and implementation within youth, community, public, private and campus recreation programs, students will understand how to design, develop, administer, and fitness and wellness programs and/or events.

BR 115. History of New England Fisheries. 3 Hours.

The History of New England Fisheries integrates social, economic, and biological approaches to explore the significance of fishing in the New England region, from pre-Columbian through modern times. Emphasis will be placed on four case fisheries from Maine: cod, salmon, lobster, and scallops. The course uses a variety of approaches to examine how history informs fisheries policy and management, including mapping and analysis of historical landings data, the value of fisheries as commerce, current fisheries publications and local meetings, and oral histories. Contemporary issues of global food shortage, industrialization, and climate change will be discussed through a historical lens. The course includes field trips to locations within the Downeast Fisheries Trail.

BR 120. Art and Design Foundations. 3 Hours.

This bridge course is the perfect foundation for students interested in both studio arts and graphic design. Students are introduced to basic art and color theory through the elements and principles of two-dimensional design. Emphasis is placed on materials manipulation by combining traditional media with basic digital drawing and painting tools. Students develop problem solving skills and learn how to critically analyze works of art. No prior experience with art or technology is needed.

BR 121. Co-Creating Across Generations. 3 Hours.

The goal of this art course is for students to understand how cultural stereotypes, norms and expectations can influence their perspective about aging and older adults. Visual Arts is the lens through which these issues are explored. Evidence-based literature related to ageism, aging stereotypes and the benefits of creative arts for older adults are reviewed. A transgenerational experiential component which teams students with older adults to explore art-making in an 8-week studio intensive is embedded in the course.

BR 131. The Humanity of Healthcare. 3 Hours.

This course explores the fundamental perspectives and relationships of contemporary health care through literature, art, and other humanities. Course readings, discussions, and writing assignments offer opportunities for students to think about the ways the humanities can enrich and enhance clinical perspectives by increasing awareness of social and cultural contexts of modern medicine. This course is offered in a hybrid format, with one weekly in-person meeting (Tuesdays at 11 am) followed by an online discussion.

BR 300. Diversity and the Sociology of Education. 3 Hours.

This course examines US schooling, and education more broadly conceived, through a sociological lens, with a focus on the interplay of diverse minority statuses and current educational structures. It looks at the institutionalized knowledge, policies and practices in the educational system and society that perpetuate stereotypes and various types of inequalities. The end goal of this course is to help students become critical and self-reflective practitioners, both as future educators and service providers inside and outside of schools to populations affected by this system. SY 112 recommended but not required.

BR 400. Crisis Intervention Strategies. 3 Hours.

This course is designed to introduce students to the methods and techniques of crisis intervention. This class presents real-life situations first and then explores the theories and methods relevant to those situations. It goes beyond the simple presentation of facts and incorporate best practices of crisis intervention by professionals in both the mental health and criminal justice fields. This class also examines the psychological effects of crisis on professionals and ethical considerations related to crisis response. Prerequisite(s): College Level=Junior or College Level=Senior.