



BLUEFIELD

UNIVERSITY

GRADUATE ACADEMIC CATALOG

2023-2024



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BLUEFIELD  UNIVERSITY
Graduate Catalog
2023-2024

3000 College Avenue
Bluefield, Virginia 24605
800.872.0175
www.bluefield.edu

Updated July 17, 2023

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Changes in Policy, Programs and Courses

The information in this catalog applies to the academic year 2023-2024 and is accurate and current, to the best of our knowledge, at the time of printing. The University reserves the right to change policy, programs, and courses of study and other matters described in the catalog without prior notice. Thus, the provisions of this catalog are not to be regarded as an irrevocable contract between the University and the student.

About Bluefield University

The vision of Bluefield University is to graduate servant leaders who understand their life calling and transform the world. The University was founded in 1922 as a two-year college in Bluefield, Virginia, and today has grown to a Master's level, liberal arts-oriented college. Located in a region full of history, activity and stunning natural beauty, the main campus sits on 80 acres in the Appalachian Mountains with vistas of East River Mountain as a backdrop for the college community. The University also offers associate and bachelor level programs that are fully online.

The University offers a challenging and invigorating learning environment with undergraduate majors, minors, associates degrees, and graduate Master's programs. This community of dedicated scholars seeks to provide a strong liberal arts education in a nurturing, diverse Christian environment with opportunities for growth of mind, body, and spirit.

MISSION

Bluefield University is a Christ-centered learning community developing servant leaders to transform the world.

CORE VALUES

- We are Christian in outlook, Baptist in tradition, and welcoming to each person.
- We are committed to academic excellence and life-long inquiry embracing the liberal arts tradition through the study of humanities, sciences, professional studies, and graduate programs.
- We are a diverse community characterized by integrity, mutual respect, support and encouragement.
- We are passionate in helping students understand their life calling and become compassionate, globally-minded servant leaders.

ACCREDITATION

Bluefield University is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award associate, baccalaureate, and master's degrees. Degree-granting institutions also may offer credentials such as certificates and diplomas at approved degree levels. Questions about the accreditation of Bluefield University may be directed in writing to the Southern Association of Colleges and Schools Commission on Colleges at 1866 Southern Lane, Decatur, GA 30033-4097, by calling (404) 679-4500, or by using information available on SACSCOC's website (www.sacscoc.org).

Inquiries about Bluefield University should be addressed to our Admissions Office at 800.872.0176 or 276.326.3682 and not to the Commission. The Commission should only be contacted by

one that has evidence of the University's non-compliance with the Commission's requirements and standards.

The University is also approved by the State Council of Higher Education for Virginia. Bluefield University's Teacher Education Program, which is designed to prepare competent, caring, and qualified teachers who are reflective practitioners, is awarded TEAC accreditation by the Inquiry Brief Commission of the Council for the Accreditation of Educator Preparation (CAEP) for a period of seven years, from 10/24/2016-12/31/2023. The accreditation does not include individual education courses that the EPP offers to P-12 educators for professional development, re-licensure, or other purposes. This accreditation certifies that Bluefield University's Teacher Education Program has provided evidence that their program adheres to TEAC's quality principles. The teacher preparation program is also approved by the Department of Education, Commonwealth of Virginia.

The Bluefield University School of Nursing RN to BSN program is granted accreditation by the Commission on Collegiate Nursing Education (CCNE) for a period of ten years, from April 2018 until December 2028. The Bluefield University School of Nursing MSN program and its certificate programs are granted accreditation by CCNE for a period of five years from April 2018 until December 2023. CCNE is recognized by the Department of Education and is a specialized/professional accrediting agency that strives to ensure the quality and integrity of baccalaureate and graduate nursing programs. CCNE accreditation evaluation reviews the program mission, goals, and expected outcomes, and an assessment of the performance of the program.

The Master of Health Science in Anesthesia Program is fully accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP), 9355 113t Street #7709, Seminole, FL 33775. (727) 210-2350. <https://www.caahep.org>. The Commission on Accreditation of Allied Health Education Programs (CAAHEP) is a programmatic postsecondary accrediting agency recognized by the Council for Higher Education Accreditation (CHEA) and carries out its accrediting activities in cooperation with 25 review Committees on Accreditation. CAAHEP currently accredits more than 2200 entry level education programs in 32 health science professions.

The University has been approved for veteran compensation. Bluefield University has professional Memberships in many nationally prestigious organizations.

EQUAL OPPORTUNITY PROVIDER

Bluefield University is a private, not-for-profit institution affiliated with the Baptist General Association of Virginia. Bluefield University will not unlawfully discriminate on the basis of race, color, national or ethnic origin, sex, disability, age, religion, genetic information, veteran or military status, or any other basis on which the University is prohibited from discrimination under local, state, or federal law, in its employment or in the provision of its services, including but not limited to its programs and activities, admissions, educational policies, scholarship and loan programs, and athletic and other University-administered programs. The institution encourages women, minorities, veterans, and

individuals with disabilities to apply. Applicants for jobs must submit a statement of Christian Faith.

THE HISTORY OF BLUEFIELD UNIVERSITY

In 1919, the Baptist General Association of Virginia appointed a committee to study the need for a junior college in southwestern Virginia. The committee met in Bristol in August of that year, at which time a large group of citizens from Bluefield and vicinity came before the committee and generously offered \$75,000 and 65 acres of land if the BGAV would locate the proposed college in Bluefield. The BGAV accepted, and Bluefield College opened its doors to students seeking Christian higher education in 1922.

Bluefield University's Nine Presidents:

Dr. R. A. Lansdell	September 1922 - April 1926
Dr. J. Taylor Stinson, Interim	April 1926 - September 1927
Dr. Oscar E. Sams	September 1927 - March 1930
Dr. J. Taylor Stinson	June 1930 - June 1934
Mr. Edwin Wade	June 1934 - June 1946
Dr. Charles Harman	June 1946 - June 1972
Dr. Charles Tyer	June 1972 - May 1988
Dr. Gary N. Garner, Interim	June 1988 - January 1989
Dr. Roy Dobyns	February 1989 - June 1996
Dr. T. Keith Edwards, Interim	July 1996 - June 1997
Dr. Daniel G. MacMillan	July 1997 - July 2006
Dr. Charles O. Warren, Interim	August 2006 - June 2007
Dr. David W. Olive	July 2007 - present

Dr. R.A. Lansdell served as the first president. During his administration, he assembled the first faculty, erected the first buildings and actively solicited funds for the college.

Dr. J. Taylor Stinson served as interim president twice; first in 1926-27 and again beginning in 1930. During his second tenure, he launched a Department of Business Administration and a new engineering program.

Dr. Oscar E. Sams assumed the task of president in 1927. Under his guidance, the college developed its first summer school program and a new Aviation Department. Dr. Sams also brought accreditation to BU through the American Association of Junior Colleges and the State Board of Education.

Dr. Edwin C. Wade became president in the fall of 1934, and under his leadership enrollment grew to an all-time high of 306 students. Following World War II, enrollment reached even greater proportions, including some 468 veterans.

President Charles L. Harman engineered the school's most notable growth during his tenure as president from 1946 to 1971. Under Dr. Harman, BU gained national prominence with its strong Christian stands and its decision to refuse government aid on the basis of separation of church and state. Dr. Harman organized the school's first ever fundraising campaign and the construction of several campus facilities: Easley Library (1956), Rish Hall Girls' Dormitory (1960), Harman Chapel (1965), and The Dome Gymnasium (1968). Under Dr. Harman, the college also implemented residential co-educational status, opened its first

night school program, and obtained accreditation from the Southern Association of Colleges and Schools.

Dr. Charles L. Tyer became president in 1972. His most notable accomplishment was leading BU to accreditation as a four-year college. Following a two-year self-study, BU began to offer baccalaureate degrees in 1975, accredited by the Southern Association of Colleges and Schools (SACS).

Dr. Roy A. Dobyns assumed the presidency in 1989 and led the college in its most notable era of student growth. From 1989 to 1995, enrollment at BU more than doubled to an all-time high of 853. Under Dr. Dobyns, the College also launched its largest fundraising effort in history, the 75th Anniversary Campaign.

Dr. Dan MacMillan began his tenure as president in 1997. During his tenure, BU built a new Visual Arts Center; improved technology on campus; completed renovations to the dining hall, campus store, Dome Gymnasium and residence halls; and strengthened its commitment to the integration of faith and learning.

Dr. David W. Olive became president in 2007. During his presidency, the College has reinstated intercollegiate football for the first time in 70 years; constructed the school's first new residence hall in 30 years; developed an apartment complex; completed major renovations to other campus facilities; expanded the Science Center; opened a new academic support center; launched new academic programs in instrumental music, forensic science, early childhood development, and nursing; developed the school's first-ever online degree programs; and initiated the College's first Master's program in Teacher Education, that has since increased with four additional Master's programs. In 2021 for its centennial year, the college was renamed Bluefield University.

THE CAMPUS

Bluefield University is located on 80 acres in Bluefield, Virginia. The physical facilities include:

Lansdell Hall, opened in 1922, the main administration building, is named for R. A. Lansdell, the first President of Bluefield University. It houses administrative offices, faculty offices, and classrooms.

Harman Chapel and Performing Arts Center, constructed in 1965, is named in memory of Charles L. Harman, President of Bluefield University from 1946 to 1972. It contains large and small auditoriums, the Music and Theatre Departments, classrooms, and rehearsal space.

The Dome Gymnasium, opened in 1968, provides game courts, locker rooms, a training room, and offices.

The Science Center, completed in 1992, with a third-floor addition in 2018, includes the College of Sciences, the Caudill School of Business, the School of Nursing, classrooms, computer labs, and faculty offices.

The Donald and Maria Cox Visual Arts Center, constructed in 1922 houses the Communication Arts Department with facilities for audio/visual technology, drawing, painting, ceramics, and sculpture.

Easley Library, opened in 1956, is named in memory of Frank Smoot Easley and David Milton Easley who were among the citizens who went to Bristol to persuade the Baptist General Association of Virginia to establish the College in the Bluefield area. Its facilities include a curriculum laboratory, faculty offices and the School of Education.

Shott Hall, one of three original buildings when the college opened in 1922, provides dining services and contains conference rooms, a student activities center, a game room and offices. This building was extensively renovated in 1992 thanks to generous funding by the Shott Foundation of Bluefield, WV.

The Dan MacMillan Center (DMC), named after the college's eighth president, is designed to be a focal point of Bluefield University's civic engagement, personal outreach, impact teams, music and drama ministries, and service learning projects. Through the creation of the DMC, Bluefield University hopes to expand community awareness of volunteerism, to build relationships with various local churches, and to build up strong student leaders who are energized to impact surrounding communities and their world.

Rish Hall, completed in 1960, is a traditional, three-story residence hall located in the center of campus with two- and three-person rooms arranged in suites. The ground floor of Rish Hall houses the Academic Center for Excellence (ACE) and faculty offices.

Cruise Hall, constructed in 1922, is a traditional, three-story residence hall located at the west end of the campus. Campus Security is also located in the center of the lower floor.

Alumni Hall, opened in 1980, is a non-traditional, three-story residence hall located at the east end of the campus. ADA rooms exist throughout the hall.

East River Hall, built in 2009, is a contemporary, three-story residence hall located on the east side of the campus between Cruise Hall and the front parking area. Designed to enhance the living and learning environment of the students, this facility features large commons or living rooms on all three floors, complete with kitchenettes and activity rooms, along with computer labs and lobbies.

Bluestone Commons, opening in 2014, is the newest of the residence halls on campus and consists of two apartment buildings located at the east end of the campus beyond the tennis courts. Building A, with 11 apartments, opened in Fall 2014, and Building B, with 12 apartments, opened in Spring 2015. Each individual apartment houses four students, two in a shared room and two in single rooms. These fully furnished apartments have two bathrooms, a dining room, a living room, and a full kitchen. One apartment on the first floor of each building is completely ADA-compliant.

ALUMNI ASSOCIATION

The Bluefield University Alumni Association, organized in 1932 by alumnus and professor Marvin Williams, supports the interests of Bluefield University and its students and faculty.

More than 8,000 alumni participate in the Bluefield University Alumni Association. This group includes presidents and vice presidents of major companies, ministers and missionaries all over the world, successful professional men and women, dedicated educators, and a Nobel laureate.

The Office of Alumni Relations along with the Alumni Association Board of Directors oversees the various Alumni Chapters which hold annual events for alumni and friends in the many areas where there is a populous of alumni.

The Alumni Association also supports the University by coming back to campus for various events, such as Homecoming and sporting events, and through financial giving to the annual phone-a-thon, which goes to the Bluefield University Fund.

MEMBERSHIPS

Bluefield University professional Memberships include: the Council for Christian Colleges and Universities, the Council of Independent Colleges of Virginia, the Council of Independent Colleges, the International Association of Baptist Colleges and Universities, the Appalachian College Association, the Virginia College Fund, the American Library Association, the Southwest Library Information Network, the Virtual Library of Virginia/Virginia Independent College & University Library Association, the National Academic Advising Association, the Teacher Education Accreditation Council, the Virginia Association of Colleges for Teacher Education, the Private College Consortium for International Studies, Consortium for Global Education, the Tuition Exchange, Inc., The Appalachian Athletic Conference, Mid-South Conference, the National Association of Intercollegiate Athletics, the National Association of Student Personnel Administrators, the National Association of College and University Business Officers, the Virginia Association of Colleges and Employers, the Greater Bluefield Chamber of Commerce, the Tazewell County Chamber of Commerce, Yes We Must Coalition, and NETVUE, the Network for Vocation in Undergraduate Education (founding member).

PUBLIC RELATIONS

The Office of Public Relations manages the University's media relations, community relations, advertising, marketing and the development and/or distribution of its publications in an effort to promote the University, its faculty, staff, students, alumni, activities and accomplishments. Staff members are expected to communicate to the Office of Public Relations the appropriate details of any University event, action or accomplishment that warrants publicity. In the event that an activity or program is cancelled, postponed or changed in any way, the appropriate staff member should immediately notify the PR Office so that publicity can be amended. In addition, all media inquiries or requests for media interviews should be directed to the Office of Public Relations, and all publications, publicity or promotional material (including, but not limited to brochures, flyers, posters, news releases, videos, slideshows, solicitations, newsletters, and social media) must be reviewed and approved by the PR Office prior to distribution to assure accuracy, consistency and quality. Photos, videos, quotes and common knowledge information about students, faculty, staff and alumni may appear in BU publications and other marketing material. Students, faculty, staff and alumni who prefer not to be included in promotional content must notify the PR Office in writing at bunews@bluefield.edu.

Admissions

Bluefield University is a private, Christ-centered, liberal arts college and graduate school located in the town of Bluefield, Virginia. The University seeks to provide personalized opportunities for growth of mind, body, and spirit within its Christian context.

Bluefield University strives to accept students for admission who will benefit from a personalized Christian liberal arts education. Admission decisions are based upon the academic record of the candidate. Recommendations, test scores, extracurricular activities, working experience, and qualities of leadership may also be considered.

ADMISSIONS REQUIREMENTS

Admissions criteria for Departments of Colleges or individual Schools have criteria for admission listed in the Academic sections later in this catalog.

Students must be accepted into the University AND the program prior to beginning courses. Students who are accepted into one Master's program who then seek to change majors to another Master's program will have to go through the admission process of the new program prior to beginning courses.

READMISSION PROGRAM

Any student who has been absent from Bluefield University for one full semester or longer must complete an application for readmission and return it to the Office of Enrollment Management. Any student who has attended another college or university since enrolling in Bluefield University must submit official academic transcripts from that particular institution.

Students who apply for readmission after not having attended Bluefield University for more than two years are subject to the major requirements in the current catalog. Readmitted students seeking teacher licensure are always subject to the requirements in the current catalog. Applications for readmission are subject to the approval of the Vice Presidents of Student Development, Finance, and Academic Affairs.

SPECIAL ADMISSION PROGRAMS

Bluefield University offers the following special admission programs:

Visiting Student Program

A student in good standing currently matriculating at another college may enroll at Bluefield University as a visiting student. A special non-degree application should be completed by this type of student. In place of a transcript, a letter from the chief academic officer or registrar of the student's institution must be sent to the Office of Enrollment Management giving specific approval for the student to attend Bluefield University and specifying which

courses may be taken. Enrollment in this program is for a limited period, usually not exceeding one semester.

Part-time Program

Bluefield University welcomes graduate students who wish to take fewer than six (6) semester hours. Part-time students must meet the same admission requirements as full-time graduate students.

MISREPRESENTATION POLICY

Bluefield strives to be an institution of high integrity and is committed to providing the most accurate information through all mediums to anyone associated with the University. Bluefield University will make every effort to not engage in misrepresentation of any form as defined by the U.S. Department Regulatory Citation: 34 CFR § 668.71 (c) which defines misrepresentation as any false, erroneous or misleading statement an eligible institution, one of its representatives, or any ineligible institution, organization, or person with whom the eligible institution has an agreement to provide educational programs, or to provide marketing, advertising, recruiting or admissions services makes directly or indirectly to a student, prospective student or any member of the public, or an accrediting agency, to a State agency, or to the Secretary. A misleading statement includes any statement that has the likelihood or tendency to deceive. A statement is any communication made in writing, visually, orally, or through other means. Misrepresentation includes the dissemination of a student endorsement or testimonial that a student gives either under duress or because the institution required the student.

Suspicion of Falsified Transcripts

When a college transcript is sent to the BU Admission Office and appears to be falsified, a member of the Admission team will call said school to verify the institution and to verify the validity of the transcript. If the institution cannot verify the information or is unreachable, the state Department of Education will be contacted to verify the information.

Incentive Compensation Prohibition

Bluefield University will not provide any commission, bonus, or other incentive payment based or directly or indirectly on success in securing enrollments or financial aid to any individual or entity engaged in recruiting or admission activities or in making decisions about awarding FSA program funds as specified by the Department of Education.



Tuition and Fees

Bluefield University has been recognized by organizations such as U.S. News and World Report and the Lumina Foundation for affordability. The University strives to provide an affordable private college experience at a price competitive with that of public institutions of higher education. In addition, generous financial assistance for students makes Bluefield University the clear choice for Christian private higher education in Virginia.

GRADUATE TUITION & FEES

Tuition and Fees

Master of Arts in Education
Tuition - \$475 Per credit hour
Course Material Fee - \$35 Per credit hour
Graduation Fee - \$140 One-time fee

Master of Science in Nursing
Tuition - \$495 Per credit hour
Sim Lab Fee - \$125 Per specific course
Graduation Fee - \$140 One-time fee

Master of Science in Nursing – Psychiatric Mental Health NP
Tuition - \$665 Per credit hour
Graduation Fee - \$140 (If applicable)

Master of Business
Tuition - \$495 Per credit hour
Technology Fee - \$75 One-time fee
Course Material Fee - \$35 Per credit hour
Graduation Fee - \$140 One-time fee

Master of Arts for Biomedical Science
Confirmation Deposit - \$500 applies toward initial fall charges
Tuition - \$14,000 Per semester

Master of Arts in Counseling
Tuition - \$495 per credit hour
Graduation Fee - \$140

Master of Arts in Human Services**
Tuition - \$495 per credit hour
Course Material Fee - \$35 Per credit hour
Graduation Fee - \$140

Master of Health Sciences in Anesthesiology**
Confirmation Deposit - \$1000 applies toward initial semester
Full Time Tuition - \$16,000 per block/semester
Comprehensive Fee - \$300
Graduation Fee - \$140

**NOTE: The MA in Human Services and the MHSA programs are fully accredited and approved by the states in which they operate; however, Title IV funds are not yet available for students in these programs. Students may pay using personal funds, outside scholarships, or external loans.

Additional Online Program Fees

Graduation Fee

A graduation fee is billed to all candidates for graduation with the exception of the students participating in the MABS graduate program. The fee is refundable in the event the student does not meet graduation requirements. This is a required fee regardless of the student's participation in graduation ceremonies. All delinquent accounts must be cleared in Bluefield Central prior to participating in commencement, receiving an official transcript or obtaining a diploma.

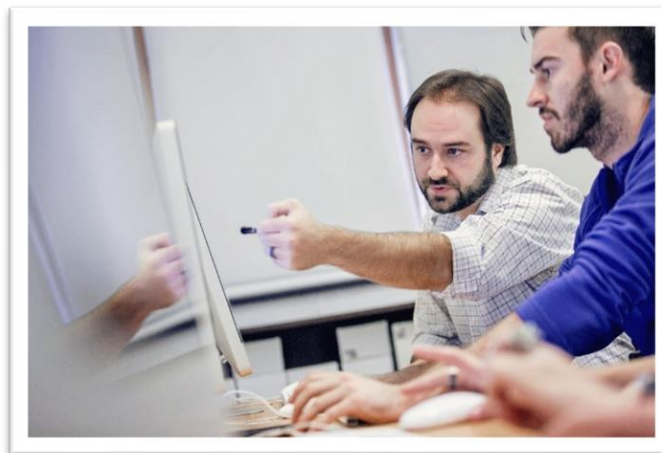
Course Materials Fee

Bluefield University provides textbooks for degree seeking students through a course material rental program with eCampus. Each student is charged per semester. Students who receive Title IV funds are eligible for a reduction of the fee. The opt out deadline is July 3, 2023 for the 2023-2024 academic year.

Rates for Course Material Fee

Online student rate* - \$35 per credit hour

*Several programs do not participate in the textbook rental program. Students in this program will be required to purchase their own course materials and will not be charged a course materials fee.



ADDITIONAL FEES

Deposit

A non-refundable \$500 confirmation deposit is required for students entering the Master of Arts in Biomedical Sciences program.

A non-refundable \$1000 confirmation deposit is required for students entering the Master of Health Sciences in Anesthesia program.

Special Courses and Activities

There may be additional charges to the student for special courses, activities, or experiences. Students will be notified by Bluefield Central or by faculty when these charges will be applied to their account.

Internship

If the University incurs incremental costs by outside instructors or entities regarding Internships, the student will be charged an internship fee to cover these incremental costs.

Athletic Fee

Bluefield University charges an athletic fee for all student athletes who are on team rosters, including team managers who receive athletic scholarship funds. The fee is \$500 per semester, \$1000 per academic year. If a student is on a roster and leaves their team mid-semester, there will not be an adjustment in the athletic fee charge for the semester. If a student is on an athletic roster and leaves a team but retains their scholarship for the following semester, they will be charged the athletic fee.

FINANCIAL POLICIES

Payment Plans

Students may pay their balance in full prior to the start of the semester or they may utilize a payment plan through a third party, Nelnet. The cost to enroll in this program is \$55 and is payable directly to Nelnet. Students have the option of a 6-month payment plan or a 5-month payment plan each semester to clear their student account. There is a \$30 charge for any returned payments and Nelnet reserves the right to remove a payee from the program after 2 returned payments or 2 missed payments. If paying by credit card, credit card fees will apply.

The first payment must be made prior to moving on campus, attending class, picking up textbooks, or participating in any extracurricular activities such as athletic practices. Students are not permitted to register for the next semester unless their account balance is \$500 or less. Students will not be allowed to carry-over a balance to the next semester.

Students who are not making payments on their accounts in a timely manner will be contacted by Bluefield Central to resolve the account balance. Students who fall behind on payments are at risk of being administratively withdrawn. Students who leave the University owing a balance must have the account cleared in full within 10 months and must make payments within 30 days after they leave or they will be turned over for collections. Attorney's fees and other costs of collection will be imposed should collection efforts become necessary. Students who owe a past due balance will have their account placed on hold, will not be able to obtain an official transcript or be readmitted for additional semesters until the account balance is paid in full.

Payment and Non-Payment Policies

Upon Registration - Students are responsible for paying their tuition account balances in full by the specified semester due date or be current in a payment plan by no later than the first day of classes.

Graduate students are required to pay-in-full for each semester or be current with a payment plan by the first day of classes. Anyone who has not paid in full or is not current on the payment plan will be dropped from classes.

Outstanding Accounts Prior to the Start of Classes - Students with partial payments, partial scholarships, and/or partial financial aid may be **exempt** from the initial payment plan due date, but will be required to make full payment or be current by the first day of class. Students should have their financial aid in place before the first day of class.



Verification Grace Period - Students who have completed all initial Financial Aid Paperwork (including, but not limited to, the FAFSA, online entrance counseling, and the MPN), but are subject to verification by the Department of Education, may remain enrolled in classes with an outstanding balance of no more than the amount that is expected to be covered by financial aid. This grace period will extend to 45 calendar days into the semester. If the student does not meet verification requirements and cannot receive financial aid, then the balance must be immediately paid in full, or the student will be administratively withdrawn from classes on or after the 50th calendar day of the semester.

Past Due - Balance is considered **past due** on the first day of class.

- Students who fall behind in their payments and are therefore not current on their account balance at each of the 30, 60, or 90 calendar day marks (from the beginning of the semester) will be removed from classes and withdrawn from Bluefield University unless an exception for extenuating circumstances is approved by the Vice President of Finance & Administration. These exceptions would typically be approved only for processing delays caused by Bluefield University or the Department of Education.
- Any student with an outstanding balance will have a Student Accounts hold placed on their account which will prevent the student from registering for classes, enrolling in future semester, receiving diplomas, and/or receiving/sending official/unofficial transcripts.

Collection Process for Current Students - All students are mailed monthly statements, and their accounts are also available for them to review 24/7 through their myBU account. Students who fall behind on payments are additionally contacted by email, phone calls, and text messages.

If students do not make payments and/or do not respond to the efforts of the Student Accounts staff, additional personnel may be

used to assist with collection efforts. Students may be informed to contact Student Accounts by any of the following: individuals on their FERPA form, faculty, advisors, Resident Life staff, or athletic coaches.

Additional charges will be added to past-due account balances, and a past-due payment penalty will be assessed in the amount of \$75. Interest will also be added to a past-due student account in the amount of 1.5% a month, up to 15% annually.

Deferred Tuition - Students participating in the deferred tuition program with their employer *must pay for the semester in full by the first day of class (using financial aid and/or a payment plan)*. Any student who has not paid in full or is not current on a payment plan will be withdrawn per the policy above.

Bluefield University Employees - Employees of Bluefield University with a Student Account balance may set up a payment plan through Human Resources to have pay deducted from their paycheck each month. This payment plan must be finalized with HR by the first day of classes.

Optional Semester/Courses - Students enrolling in summer courses, Fall Term III courses, certificate programs, non-degree seeking, audit, or senior tuition programs must pay their tuition and fees by the first day of classes.

Student Payment Plan Restrictions - Students enrolled and current in the payment plan will have a payment plan warning placed on their account. Students who are no longer current on their payment plan and have a balance of any amount will have a Student Account Hold placed on their account. This hold will prevent the student from receiving an official transcript or registering for classes.

Check Cashing & Returned Check Policies

As a service to students, Bluefield Central will cash one check of up to \$50 per day. Students are encouraged to establish an account at a local bank while attending Bluefield University to take care of banking needs. A fee of \$35 will be imposed to the student's account for all checks returned to the University for insufficient funds. The University reserves the right to not accept a check from a student who has previously presented a check with insufficient funds. Failure to properly pay the amount of a returned check and fee all result in the student's account being placed on hold.

Credit Disbursement

Per federal guidelines, any credit created by federal funds will have a scheduled disbursement no later than fourteen (14) days after the credit is created. Accounts will be checked weekly to determine if there is an actual credit available for the students. Traditional students will be able to pick up their credit checks in Bluefield Central after 3 pm on the Friday following the credit becoming actual (funds disbursed to the University). For students who have a parent plus loan creating the credit on their account, a Student Account Authorization form must be completed by the parent on the loan. This form is located on MyBU or may be obtained in Bluefield Central. It provides the parent on the loan the opportunity to have the credit check mailed to them at their address or to be given to the student in Bluefield Central. Credits on student accounts with a parent plus loan and no Student

Account Authorization form on file will automatically be mailed to the parent on the loan within the federal guidelines. Online students will have their credit check mailed to the legal home address on file. Online students who elected to pick up the credit check, request it mailed to a different address, have Saturday delivery, or Standard Overnight Delivery, will need to complete the Check Delivery form located on MyBU or available in Bluefield Central. If no Check Delivery form is on file for the student when the credit is actual, the credit check will be mailed to the student's legal home address on file with the University. Traditional students will need to complete a Check Deliver form if they would like their credit mailed when it is issued. Any credit checks not pickup up in Bluefield Central within one week will be mailed to the legal home address on file with the University.



Financial Aid

APPLICATION FOR FINANCIAL AID

Procedures

Recognizing the increasing cost of achieving a University education, Bluefield University offers a wide variety of scholarship, grant, loan, and work possibilities. Students who wish to be considered for all types of financial aid, including Federal Programs, State Programs, and most Institutional Grants and Scholarships, should complete the following requirements no later than a week prior to the start of class for our online and graduate students (see the academic calendar for specific dates).

1. Apply and be accepted for admission to Bluefield University.
2. Complete the Free Application for Federal Student Aid (FAFSA) at www.studentaid.gov or through the "MyStudentAid" app. The Bluefield University Financial Aid Office uses this information to evaluate a student's eligibility for federal financial aid.

FAFSA Filing Year

Date of College Attendance	When FAFSA Can Be Submitted	Income Information Year Required
7/1/2022-6/30/2023	10/1/2022-6/30/2023	2020
7/1/2023-6/30/2024	10/1/2023-6/30/2024	2021
7/1/2024-6/30/2025	10/1/2024-6/30/2025	2022

FEDERAL PROGRAMS

Direct Unsubsidized Loans

William D. Ford Federal Direct Loans: Loans made by the federal government, called federal student loans, usually offer borrowers lower interest rates, and have more flexible repayment options than loans from banks or other private sources. Bluefield University encourages students and parents to borrow conservatively and responsibly. Students and parents can begin repayment at any time to reduce total debt without penalty.

The Unsubsidized Direct Loan is not based on financial need and is available to all federally-eligible students regardless of income and assets. Because these loans are not subsidized by the government, you are responsible for all interest which accrues during in-school, grace, and deferment periods. You may choose to make payments to cover the accruing interest while in school, or you may simply allow the interest to accrue and be included in the amount you owe when you begin repayment.

William D. Ford Federal PLUS Loans: PLUS loans are offered to graduate students. PLUS loans assist those with a good credit history, to help pay for their educational expenses while enrolled. The student must complete the FAFSA, and a separate graduate PLUS loan request form.

These loans are to help pay education expenses. The student must be enrolled at least half time and make satisfactory academic progress. Eligible students may borrow an amount equal to the cost of attendance minus any other aid. Keep the following in mind:

1. The borrower must not have an adverse credit history.
2. The maximum loan amount is the student's cost of attendance (determined by the school) minus any other financial aid received.
3. For more information, visit: <https://studentaid.gov/understand-aid/types/loans/plus/grad>

Federal Direct Stafford Loan Annual Limits

Grade Level	Dependent Students (Subsidized and Unsubsidized)	Independent Students or Dependents with PLUS Denial
Graduate Level		\$20,500
Graduate PLUS		Up to Cost of Attendance

OUTSIDE SCHOLARSHIPS & LOANS

The Financial Aid Office maintains a listing of known local area scholarships which are available to students. The University has no authority or input into the selection of award recipients but seeks to make information about these resources available to students and their families. In addition, the Financial Aid Office can help direct you to alternative education loan programs through a number of private and commercial lenders. Interest rates and repayment agreements vary.

The University's Satisfactory Academic Progress Policy is located in the Academic Programs section of this Catalog. Students must maintain satisfactory progress to continue receiving financial aid.

DECISIONS AFFECTING AID ELIGIBILITY

Your financial aid award is an estimate of your federal, state, and institutional eligibility. Factors that could change, lower, or even eliminate your financial aid eligibility include:

- not attending, dropping, or withdrawing from courses and/or sub-terms you are registered to attend;
- completely withdrawing;
- failing to properly withdraw;
- failing to maintain Financial Aid satisfactory academic progress;

- providing incomplete or inaccurate information during the application process;
- receiving additional sources of aid (such as outside grants or private loans);
- receiving aid above the amount of tuition;
- changing enrollment level (some scholarships require full-time enrollment; Stafford loans require half-time enrollment);
- changing from graduate to on-campus or online undergraduate student status and vice versa;
- defaulting on a student loan or having an unresolved federal grant overpayment;
- providing false or misleading information;
- receiving federal aid for the same academic year at another institution;
- repeating a course for which you already received a passing grade;
- attending more than four years;
- failure to meet scholarship stipulations;

Enrollment Levels

To reach certain levels of enrollment, students must be attending a minimum number of credit hours per semester:

<i>Less than Half Time</i>	<i>Half Time</i>	<i>Three Quarter Time</i>	<i>Full Time</i>
1-2	3	4-5	6 or more

FINANCIAL AID SATISFACTORY ACADEMIC PROGRESS POLICY (SAP)

Federal regulations require Bluefield University to establish and apply reasonable standards of Satisfactory Academic Progress (SAP) for eligible students to receive financial assistance under the programs authorized by Title IV of the Higher Education Act.

SAP is a federal student aid (FSA) eligibility requirement and is administered by the University in addition to the academic standards of performance required under Bluefield University's academic progress policy. The SAP policy is reviewed by the director of financial aid. Students are evaluated annually. All students are evaluated on three standards: (1) grade point average (qualitative measure), (2) credit hour completion ratio (quantitative measure), and (3) maximum time frame. To maintain eligibility under SAP, students must meet all three standards.

Standard 1: Grade Point Average

Students must maintain a minimum qualitative measure of progress defined as the cumulative financial aid grade point average (GPA). The requirements are listed below:

Students in graduate programs must maintain an overall GPA of 3.0 or better.

Standard 2: Credit Hour Completion Ratio

Students (either full-time or part-time) must maintain a minimum incremental progress (pace) by completing (earning) a percentage of all credit hours attempted. Progress is evaluated at the end of each academic year. All courses are used in the credit hour completion ratio including repeated, transferred, withdrawals and incompletes. All students must successfully complete (earn) 67 percent of all cumulative credit hours attempted.

Standard 3: Maximum Time Frame

Students must complete their degree program within 150 percent of the credit hour requirements for the degree (for example, 45 credits for a 30-credit hour program). Students who are unable to complete their degree program within the time frame limitation will be ineligible for federal student aid unless their academic plan provides for an additional semester. For students who change majors and have not completed the new program requirements but have reached the maximum time frame limit may submit a request to be re-evaluated on a case-by-case basis.

Calculation and Rounding

Bluefield University rounds GPA, credit hour completion ratio and maximum time frame per normal rounding rules. Any value that is .49 or below will be rounded down and any value that is .50 or higher will be rounded up for the purpose of calculating satisfactory academic policy for financial aid.

SAP Notification

Students are notified of the SAP policy via the Bluefield University website. All periods of enrollment at Bluefield University are calculated in SAP, including periods of enrollment during which a student did not receive federal student aid. Cumulative GPAs are calculated in accordance with Bluefield University academic policies. Students receiving federal student aid who do not meet minimum SAP requirements will be notified by mail and/or email by the Office of Financial Aid.

Transfer Credits

Transfer credits accepted toward the student's degree program will be included when calculating the SAP credit hour completion ratio (in both completed [earned] and attempted hours) and the 150% maximum time frame.

Pass/Fail Courses

The cumulative financial aid grade point average includes both pass and fail courses. For financial aid satisfactory academic progress, these classes are also included in the credit hour completion ratio calculation (in attempted hours) and the 150% maximum time frame requirements for SAP.

Repeated Courses

Students receiving federal student aid may repeat a course, as allowed under Bluefield University academic policy. Repeated courses will be included in the credit hour completion ratio calculation (in attempted hours) and the 150% maximum time frame requirements for SAP.

Incomplete Grades

Students receiving federal student aid may receive incomplete grades, as allowed under Bluefield University academic policy.

Incomplete grades will be included in the credit hour completion ratio calculation (in attempted hours) and the 150% maximum time frame requirements for SAP. Zero quality points will be assigned, as stated in the academic catalog, for financial aid SAP determination until an earned grade is posted. If the student has an incomplete grade and is not meeting SAP, he/she may request another SAP review after posting of the earned grade.

Withdrawals

Students receiving federal student aid may withdraw from a course, as allowed under Bluefield University academic policy. Courses from which a student has withdrawn will be included in the credit hour completion ratio calculation (in attempted hours) and the 150% maximum time frame requirements for SAP.

Preparatory Coursework

Bluefield University does not have any programs that require students to take preparatory course work to be admitted into the program and therefore, do not have a policy on preparatory coursework.

Financial Aid Warning

Students who do not meet the Satisfactory Academic Progress (SAP) requirement will be notified by the Director of Financial Aid. They will receive an email notifying them that they have not met the SAP criteria and explaining which criteria they failed to meet.

Federal Student Aid Ineligibility

By statute, students who do not maintain are ineligible for federal student aid and institutional program funding. Private loan eligibility is up to the alternative loan lender. Students not eligible for federal aid will be notified by mail and/or email.

SAP Appeal Petition

Students ineligible for federal student aid program funding may appeal by completing the SAP form working with ACE to develop an academic plan that provides a method for the student to meet the standards and graduate within an adequate time frame. Requests for reinstatement of eligibility must be submitted to the Bluefield University Financial Aid Office. Students may appeal their ineligibility under SAP if they were unable to maintain SAP as a direct result of hardship, injury or illness of the student, death of a relative, or other special circumstances. The financial aid office requires that students submit supporting documentation to accompany each appeal. Per federal regulations, the student must include in the appeal why he/she failed to make SAP and what has changed that will allow the student to meet SAP at the next evaluation.

Completed SAP appeal petitions will be reviewed by the Director of Financial Aid with input from the Appeals Committee. Appeals should be directed to:

Bluefield Central
Director of Financial Aid
Bluefield University
3000 College Avenue
Bluefield, VA 24605

Students intending to appeal the loss of their aid eligibility are encouraged to submit their appeal within 10 business days of

being notified that they have not met SAP. Appeals are processed within 7-10 business days of being submitted. Students will be notified of the outcome of their appeal in writing.

Successful appeals will result in the reinstatement of a student's federal financial aid eligibility. Students whose appeal is denied will be required to pay for their classes using their own resources.

Students are able to appeal the loss of their financial aid due to not meeting SAP standards a maximum of 3 times during their education. Depending on the situation, the Director may elect to require the student follow a specific academic plan created with the assistance of an academic advisor.

VERIFICATION POLICIES AND PROCEDURES

Verification is a quality-control method used by the U.S. Department of Education to check the accuracy of information submitted on the FAFSA. All schools that disburse federal Title IV funds are required to participate in the verification process. It is the policy of Bluefield University to verify all students selected for verification by the U.S. Department of Education, in addition to any students selected for verification by Bluefield University. Procedures published in the current Department of Education Verification Guide are used to review, evaluate, and correct errors.

Verification Steps:

1. The Financial Aid Office will send a request outlining all forms and information that must be submitted to satisfy verification requirements.
2. If selected for verification, you will have until 30 days after the first day of the semester to submit all required items to the Financial Aid Office.
3. If you do not submit the required items within the time frame, your application will be closed for the remainder of the academic year. You may reactivate your file by submitting the required documents along with a change in aid form no later than the end of the semester for which you are applying for aid.
4. A revised award letter will be sent to the financial aid applicant if any awards change because of verification.

The General Provisions of 34 CFR 668.14(f) of the Federal Register requires Bluefield University ensure the consistency of the information related to a student's application for federal student aid, regardless of the source of that information. All information received must be reconciled with one exception; if the applicant dies during the award year, the University is not required to pursue the resolution of conflicting data.

If the Financial Aid Office has any conflicting information on an applicant, or believes an applicant's application information is in error, it must resolve the discrepancies prior to disbursing any federal student aid. The requirement to resolve conflicting data is separate and distinct from the verification requirements and procedures and supersedes any verification policies. Further, if a discrepancy is discovered after federal aid has been disbursed, it must be reconciled, and the student will be required to repay any amount of aid received in excess of his or her eligibility.

Important! If the Financial Aid Office suspects a student, or other individual, has intentionally misreported information or altered documentation to fraudulently obtain federal financial aid funds, the office can report suspicions, and will provide the evidence, to the Office of Inspector General, U.S. Department of Education, for review. Only submit forms as requested by the Financial Aid Office.

All verification items must be submitted to:

Bluefield University
Attn: Financial Aid
3000 College Avenue
Bluefield, VA 24605
Fax: 276.326.4356
bluefieldcentral@bluefield.edu

Which Documents Do I Submit?

The forms below may be requested by the Financial Aid Office. Only submit requested forms. The most recent forms can be downloaded from: <https://www.bluefield.edu/financial-aid/forms-resources/>.

Possible Verification Documents

- V1 Verification Worksheet – Standard Verification
- IRS Tax Transcript of student tax return* if the student did not use the IRS Data Retrieval (unchanged) when completing the FAFSA.
- IRS Tax Transcript of spouse tax return* if the spouse did not use the IRS Data Retrieval (unchanged) when completing the FAFSA and if you are married and filed separate tax returns.
- IRS Tax Transcript of parent tax return* if the parent did not use the IRS Data Retrieval (unchanged) when completing the FAFSA and you were required to provide parental information on the Free Application for Federal Student Aid.
- V4 Custom Verification Group – Student must verify high school completion status and identity/statement of educational purpose.
- V5 Aggregate Verification Group – Student must verify high school completion status and identity/statement of educational purpose, in addition to items in the Standard Verification Group.

*We recommend for all students to use the IRS Data Retrieval Tool (IRS DRT) to submit tax and income information through the FAFSA. If unable to use this tool through the FAFSA process, [a tax return transcript can be requested](#). Please review the documents needed above to determine if this information is required since this manual process takes much longer than DRT's automated interface.

**There are a few cases where a student cannot utilize the IRS Data Retrieval option or obtain a copy of a tax transcript. A few examples of these situations and acceptable documentation are listed below:

Students, or Parents, Filing an Amended Return:

- Submit a signed copy the of IRS Form 1040X that was filed.

- Submit a signed copy of the original return that was filed, a tax return transcript, or complete the IRS DRT.

Students who are Victims of Identity Theft:

- Contact the IRS Identity Protection Specialized Unit at 800.908.4490.
- Request an alternative tax return transcript TRDVB (Transcript DataBase View).
- A statement signed and dated that indicates that the tax filer is a victim of IRS tax-related identity theft and that the IRS has been made aware of the tax-related identity theft.

An individual required to file an IRS income tax return and granted a filing extension by the IRS:

- A copy of IRS Form 4868, "Application for Automatic Extension of Time to File U.S. Individual Income Tax Return," that was filed with the IRS for the appropriate tax year;
- A copy of the IRS's approval of an extension beyond the automatic six-month extension if the individual requested an additional extension of the filing time for that specific tax year;
- Verification of non-filing letter (confirmation that the tax return has not yet been filed) from the IRS or other relevant tax authority dated on or after October 1 of the tax year; and
- A copy of IRS Form W-2 for each source of employment income received for tax year and, if self-employed, a signed statement certifying.

Income tax return filed with the relevant taxing authority of a U.S. territory, commonwealth, or with a foreign central government:

- A transcript that was obtained at no cost from the relevant taxing authority of a U.S. territory (Guam, American Samoa, the U.S. Virgin Islands) or commonwealth (Puerto Rico and the Northern Mariana Islands), or a foreign central government, that includes all of the tax filer's income and tax information required to be verified for the appropriate tax year; or
- If a transcript cannot be obtained at no cost from the relevant taxing authority, a signed copy of the income tax return(s).

INSTITUTIONAL REFUND POLICY

Withdrawal

Students must complete a formal request to withdraw from the University. Students may withdraw from Bluefield at any time using the proper form on myBU. Withdrawals may have an effect on a student's financial aid, student account and academic record. Students who cease to attend class or participate (whether officially or unofficially withdrawing) will result in an administrative withdrawal and loss of financial aid that the student has been awarded but has not earned for the period of non-participation. (See "REFUNDS" section for additional information.) Students should be aware withdrawing from a course may affect their academic standing and thus directly affect their loan eligibility.

Refunds After Withdrawal

Failure to properly withdraw will result in a loss of any refund. Withdrawal is not the same as simply dropping classes during the routine drop/add period established by the Registrar for each semester or sub-term. Dropping courses may change a student's full-time or part-time status but dropping out of all courses for the semester or sub-term constitutes a withdrawal. The timetable for withdrawal accompanied by a partial refund is different from the timetable for withdrawal without academic penalty. Students who attend 60% or more of a semester are not eligible for refunds, nor are they eligible for a proration of their financial aid or charges. Refunds will not be made for any funds that have not been credited to a student's account (i.e., pending financial aid) unless a Post-Withdrawal Disbursement is appropriate, based on the federal regulations. Tuition, room and board charges earned for the semester are prorated according to the following calculation:

The total number of days through which the student attended or participated, divided by the total number of calendar days in the semester (minus any institutional breaks of 5 days or more). This calculation of earned charges mirrors the calculation to adjust financial aid described below.

Each student account will be adjusted upon receipt of an official withdrawal or notification that the student has dropped out (ceased participating), resulting in an administrative withdrawal. The funds will then be returned to the appropriate government entity or funding source. If the calculation results in a balance due on the student's account, he or she is responsible for paying the account in full by the due date stated in the withdrawal letter from Student Accounts. The account adjustment and letter of balance due will be sent within 30 days of the official or administrative withdrawal. A student account with an outstanding balance created by withdrawal will be placed on hold and the student will not be able to obtain a transcript or be readmitted for additional semesters until the balance is paid.

RETURN OF TITLE IV FINANCIAL AID FUNDS POLICY

Students receiving financial aid who cease/stop attending ALL classes within a semester will have their financial aid eligibility reviewed. Title IV funds are awarded to a student under the assumption that the student will attend school for the entire period for which the assistance is awarded. When a student withdraws, the student may no longer be eligible for the full amount of Title IV funds that the student was originally scheduled to receive.

If a recipient of Title IV grant or loan funds withdraws from a school after beginning attendance, the school must perform an R2T4 calculation to determine the amount of Title IV aid earned by the student. If the amount disbursed to the student is greater than the amount the student earned, the unearned funds must be returned. If the amount disbursed to the student is less than the amount the student earned, and for which the student is otherwise eligible, he or she is eligible to receive a PWD of the earned aid that was not received.

The following categories of students who stop attending ALL classes within a semester are exempt from the requirement to have the R2T4 calculation preformed:

1. A student who completes all the requirements for graduation from his or her program before completing the days or hours in the period that he or she was scheduled to complete is not considered to have withdrawn. This exemption applies to all types of programs (including those with or without modules).
2. A student is not considered to have withdrawn if the student successfully completes one module that includes 49 percent or more of the number of days in the payment period, excluding scheduled breaks of five or more consecutive days and all days between modules.
 - a. A student is not considered to have withdrawn if the student successfully completes a combination of modules that when combined contain 49 percent or more of the number of days in the payment period, excluding scheduled breaks of five or more consecutive days and all days between modules.
 - b. A student is not considered to have withdrawn if the student successfully completes coursework equal to or greater than the coursework required for the institution's definition of a half-time student under 34 CFR 668.2(b) for the payment period.

Virginia Tuition Assistance Grant (TAG) funds must also be returned proportionally based on the percentage of unearned aid used in the Return of Title IV calculations.

Step 1 | The first step is a series of formulas to determine the amount of aid which must be returned. Following the determination of the last date of attendance. The days attended are then divided by days in the term the student was scheduled to complete to calculate percentage completed. That percentage is multiplied by total aid for which the student is eligible to determine the amount of aid earned ($\% \text{ completed} \times \text{total aid} = \text{earned aid}$). $\text{Total aid} - \text{earned aid} = \text{unearned aid}$ (aid to be returned)

Step 2 | The school must then return the amount of unearned aid, up to the maximum received, to each of the Title IV programs in the following order:

- Unsubsidized Direct Stafford Loan
- Grad PLUS

Veterans & Active Duty

CURRENT MILITARY MEMBERS

Bluefield University is proud to welcome current members of the military and work with those students receiving education benefits through their branch of the service.

Current military members using education benefits through their branch of the service must work with their Educational Service Officer (ESO) or counselor within the Military Service prior to enrolling in courses at Bluefield University.

Typical paperwork required for Education Service Officers or counselors include:

- Evaluation of all transfer work;
- Evaluation of military training towards degree requirements;
- Documented degree plan outlining required coursework for degree;
- Documented outline of required coursework after evaluations are complete;

For questions about these items or help obtaining copies of your documented degree plan and required coursework please contact the BU Veteran's Certifying Official.

VETERANS EDUCATION BENEFITS

On December 31, 2018, the President signed into law the Veterans Benefits and Transition Act of 2018. It contains a provision (Section 103) that takes effect on August 1, 2019. Beginning that date, for any student that is using Ch. 33 Post 9/11 GI Bill™ or Ch. 31 VocRehab benefits, even though VA has not yet paid tuition and fees, no institution (public, private, for profit, not for profit), can have a policy in effect that:

- prevents enrolling,
- assesses a late penalty fee,
- requires securing alternative or additional funding, or
- denies access to any school resources (access to classes, libraries, or other institutional facilities) that are available to other students that have paid.

However, an institution can require that such students be required to:

- produce the VA's Certificate of Eligibility by the first day of class;
- provide written request to be certified; and,
- provide additional information needed to properly certify.

Bluefield University makes every effort to work with students receiving Post 9/11 GI Bill™ and Chapter 31 VocRehab where

funding is sent to directly to the school to cover tuition costs. With completed documentation for VA certification students receiving Post 9/11 GI Bill™ and Chapter 31 VocRehab benefits are not required to secure funding to cover the cost of their tuition while VA processes the award. Should the VA make a determination that the student is no longer eligible for benefits or the payment is less than the cost of tuition, the student is responsible for the unpaid balance.

VETERANS EDUCATION GRIEVANCE POLICY

Bluefield University makes every effort to resolve concerns students have about their Veterans Education Benefits. If complaints cannot be resolved at the school level The Virginia State Approving Agency (SAA), is the approving authority of education and training programs for Virginia. The SAA office investigates complaints of GI Bill™ beneficiaries. While most complaints should initially follow the school grievance policy, if the situation cannot be resolved at the school, the beneficiary should contact the SAA office via email saa@dvs.virginia.gov.

The Department of Veterans Affairs (DVA) requires credit for previous training to be applied to the student's educational program.

DVA regulations will not allow benefits for repeating of a course that the student has previously completed with a satisfactory grade. **It is the student's responsibility to determine if they are repeating a course.**

Bluefield University maintains a written record of previous education, provides appropriate credit for transfer credit, and notifies both the veteran and the VA.

Air Force veterans need to submit a CCAF transcript. Since CCAF is an accredited University, the registrar's office will evaluate that document.



Student Development

As a liberal arts institution, Bluefield University recognizes the need for balance between the classroom and the co-curricular experience. The University experience permeates all aspects of the University community to develop the total person. The student development program at Bluefield University is designed to be an integral part of the education process by supporting and strengthening the educational, social, spiritual, and physical experiences of the student.

NEW STUDENT ORIENTATION

Orientation Program

At the beginning of the educational journey, each student is enrolled in an online orientation that encompasses a holistic introduction to the Bluefield University graduate program and its requirements. As part of this initial step, each student is directed to useful administrative information, technical requirements, tutorials, and student support opportunities such as tutoring and library and textbook resources. The primary goal of this online orientation is to provide an introduction to the institution, campus departments, policies and procedures; ultimately, it prepares each student for the most success in his or her educational journey at Bluefield University.

Students are encouraged to contact their admissions counselor should they have any questions or concerns regarding the information they receive in the orientation. Online students are enrolled in their first semester of courses at the same time they are enrolled in the online orientation. If any student does not complete the orientation (including all assigned tasks) prior to the first day of the online term, he or she will be administratively withdrawn from all courses and will be contacted for reenrollment in the next term.

While Bluefield University's orientation structure is designed to assist students in understanding the University's requirements, students are personally responsible for knowing, understanding, and applying all institutional requirements and for satisfying degree requirements prior to graduation.

STUDENT ACTIVITIES/LEADERSHIP

Student activities complement the academic mission of the University and enhance the overall educational experience through the development of, exposure to, and participation in social, cultural, recreational, spiritual and Leadership programs. Student Activities coordinates programming that includes concerts, special events, group trips, visiting coffeehouses, lectures, etc. All students, including graduate students, are encouraged to participate in the various activities, clubs and

organizations to further cultivate social skills and develop Leadership abilities. For a complete list and description of clubs and organizations on campus, students should consult the *Student Handbook*.

SPIRITUAL LIFE AND ACTIVITIES

Campus Ministry seeks to minister to the needs of students for spiritual awareness, growth, and service through developing student Christian Leadership and creating opportunities for students to nurture and explore matters of faith and life.

Partnering with the Campus Pastor, student leaders in Bluefield University Student Ministries (BUSM) help coordinate ministry events and culture in the campus university.

Activities and programs contributing to the development of spiritual growth are available to all students of Bluefield University. The Office of Campus Ministries and BUSM coordinate all campus ministry events with the Office of Student Development including but not limited to:

1. **ELEVATE:** these weekly events, sponsored by BUSM are opportunities for student led worship and they also can be counted toward required Chapel credits.
2. **Fellowship of Christian Athletes (FCA):** a national organization open to all students. Its primary outreach is to athletes. Its stated goal is "to present to athletes and coaches, and all whom they influence, the challenge and adventure of receiving Jesus Christ as Savior and Lord, serving Him in their relationships and in the fellowship of the church." The group attempts to provide its members with the opportunities for Christian growth and fellowship.
3. **Missions and Ministries Impact Team:** open to all students interested in working with youth, children, and others through creative ministries, games, lock-ins, and Bible studies.
4. **Roots Group Bible Studies:** discussion-oriented Bible study touching topics basic to all students. These Bible studies are led by BU students for their peers.
5. **Student Development Book Club:** Each semester, students can join the Student Development Book club and read through a book on spiritual formation with their peers. This club is led by the Dean of Students and Campus Pastor.

CHAPEL/CONVOCATION

The University has a lyceum-type approach to convocation that integrates worship and learning events which has been intentionally designed to engage students in reflection and to challenge their preconceived notions of truth, thereby encouraging them to approach the world with a larger dimension of self, neighbor and God than they may previously have realized.

Chapel and convocation programs focus on the general education's core themes of Inquiry, Character, Citizenship, and Wellness.

Chapel/Worship Services: Every Wednesday at 10:30 a.m., students, faculty and staff gather for a chapel program designed to broaden the Christian world view through worship, faith development and reflective inquiry about life and world issues, as well as to develop understanding of diverse religious, cultural and ethnic traditions and practices. The schedule of programs is available through the Office of Student Development.

Convocation/Academic events: Convocation events are offered in numerous forums throughout the academic year at the initiative of faculty.

THE MACMILLAN CENTER

The purpose of the Daniel G Macmillan Center for Service, Mission, and Ministry at Bluefield University is to serve as a focal point for existing college efforts and to expand opportunities for Christ-centered service, mission and ministry programs. The Center will provide a nexus for campus activities relating to service and as the voice through which the University will communicate our purposes and programs with our constituencies and partners. Through the Center, Bluefield University will multiply its opportunities to serve churches of the Baptist General Association of Virginia (BGAV) and the world beyond.

CAREER SERVICES

Career Services welcomes and serves all students at Bluefield University. We hope that you will utilize the services and programs that career services has to offer. Whether you are applying for a summer job or Internship or applying for jobs after graduation. WE are here to serve and assist YOU! Career Services is available to assist students with the following:

- Cover Letter and Resumes
- Career Assessments
- Internships
- Connecting with Bluefield Alumni
- GRE/MCAT prep

STUDENT COMPLAINTS

Procedures for registering complaints/grievances of a non-grade or non-instructional nature.

Grievance Policy: Formal Complaints

If a graduate student has a serious concern about any specific area of the University, such as a policy or a University official, he or she is obligated first to make an attempt to dialogue with the appropriate individual directly. If the student is unsatisfied with an answer given, s/he may issue a formal complaint in writing, describing the nature of the complaint and desired resolution, to the respective department supervisor. All concerns will be reviewed and, if necessary, an appointment may be initiated by the department supervisor. Formal grievances should be directed to departmental supervisors.

The University prohibits retaliation against any student based upon the student's filing of a grievance or participation in the investigation of any grievance. Any act of retaliation may result in disciplinary action up to and including suspension or expulsion

from the University. Students may file a complaint with the Executive Vice President for Online Education if they feel that they have been subjected to retaliation.

Student Complaint Procedure:

When a graduate student wishes to register dissatisfaction with a matter, the following procedure should be initiated: Complete the online student grievance form found in in Forms on MyBU under the Student Tab. The Executive Vice President for Online Education will review the complaint/grievance and follow-up or will direct the individual(s) registering the complaint/grievance to the appropriate person to address the matter. If further review is requested, the individual(s) may request a hearing before the President whose review is final. The Executive Vice President for Online Education will retain any documents related to the filing of a complaint/grievance.

WHISTLEBLOWER POLICY

If any University student or employee reasonably believes that some policy, practice, or activity of Bluefield University, or of another employee on behalf of the University, is in violation of law, the student or employee immediately should contact the President, Vice President for Finance and Administration, Human Resources Director, Chair of the Finance Committee of the Board of Trustees, or Chair of the Board of Trustees, preferably in writing, so as to assure a clear understanding of the issues raised. The student or employee should be as specific as possible in describing the occurrence or suspicion of irregularity, and the description should be factual rather than speculative or conclusive. The student or employee in this case is commonly referred to as a whistleblower. The whistleblower is not an investigator or finder of fact, nor does the whistleblower determine the appropriate corrective or remedial action that may be warranted. Whistleblower reports also may be made anonymously.

ALCOHOL & DRUG POLICY

Bluefield University adheres to all applicable provisions of Federal and State laws restricting the use of alcohol or drugs on school properties. The use of alcohol or any illegal drug on its property will not be tolerated and can result in the immediate suspension of a student.

Bluefield University has declared its intention to be in compliance with Public Law 101226 (The Drug-Free Schools and Communities Act of 1989) and Public Law 101-542 (The Student Right-to-Know and Campus Security Act of 1990). The penalty for non-compliance can be the forfeiture of all federal financial assistance by all students. Every student is expected to read the expanded Alcohol/Drug-Free Policy Statement in the *Student Handbook*.

The state law of Virginia prohibits drinking of alcohol by any person younger than 21 years of age. As an institution of higher learning, committed to the purpose of providing avenues for intellectual growth and discipline, Bluefield University does not allow the possession or use of alcoholic beverages or illegal drugs on campus or at University activities, regardless of age. According to Public Law 101-542, Bluefield University is required to make a report of any student who violates that law.

It is important to note that unauthorized sale, use, distribution, or possession of any controlled substance, illegal drugs, or drug paraphernalia is prohibited on University premises, University-controlled property, or at University-sponsored events or activities. Attempted sale, distribution, or acquisition of any controlled substance, illegal drugs, or drug paraphernalia on University-owned or controlled property or at University-sponsored events or activities will immediately be reported to the proper authorities. The use of any tobacco product is also prohibited in any University facilities or on campus.

Additionally, Bluefield University reserves the right to take necessary and appropriate action to protect the safety and well-being of the campus community and students. It may become necessary for the University to take appropriate actions as a result of student incidents off-campus that affect the ability of students to function well within the University community, at University sponsored events, or in the classroom, or that are in direct conflict with the unique mission of the University.

INCLEMENT WEATHER POLICIES AND PROCEDURES

General Policy for On-Campus

In the event of inclement weather, one of two options may be invoked: 1) Remote Learning Day, or 2) Classes Cancelled/Closed. The decision to move to a remote learning day or cancel classes is based on two primary factors: 1) current weather/road conditions, and 2) anticipated changes in weather/road conditions. When classes are moved to a remote learning day or canceled, the decision is based on what seems best for the majority of students. Weather and road conditions can vary from county to county and even within counties.

Remote Learning Day (Two-Hour Delay for Staff)

During a remote learning day, classes will continue to operate on a normal operating schedule utilizing remote learning tools (i.e. Teams, Zoom, etc.). For faculty whose course or lab does not allow for the benefit of remote instruction, faculty members may identify a make-up time for the missed class or lab. Staff should check for an e-mail or RamAlert to learn if they are reporting with a two-hour delay.

For delayed openings (reported in the media as a "Remote Learning" schedule), staff members are expected to arrive by 10:00 a.m., take only a 30-minute lunch, and work until 5:00 p.m., thereby achieving a 6.5-hour workday, losing only one hour to inclement weather. For purposes of payroll records, such periods of leave should be reported as inclement weather leave. Staff members are encouraged to use their best judgment when assessing their ability to travel safely to work in order to arrive by 10:00 a.m. A staff member who believes road conditions are too hazardous to come to work should inform his or her supervisor and will use vacation leave if unable to work on that day. Emergency personnel (those in campus security, residence life, and others designated in the University's emergency response plans) must work their normal hours during a delayed opening. The University also requires employees of the outsourced vendors for maintenance and food service to work their normal hours during a delayed opening.

Classes Cancelled/University Closed

Because the University is a residential student campus, the University very rarely closes because of inclement weather. When the University is affected by inclement weather, a natural disaster, or other emergency, classes may be canceled, and the University closed in certain rare circumstances. The classes canceled or university closed status (reported in the media as "Classes Cancelled" or "University Closed") means that all classes for students and faculty are canceled, including night classes. In such rare cases, administrative operations of the University are also suspended. Such closings may be for an entire or partial day. When the University is closed in such instances, non-emergency University personnel are not required to work. For purposes of payroll records, such periods of leave should be reported as inclement weather leave. Emergency personnel (those in campus security, residence life, and others designated in the University's emergency response plans) must work. The University also requires employees of the outsourced vendors for maintenance and food service to work their normal hours during a delayed opening.

When the "Remote Learning" day is announced, students should continue to monitor the situation for updates in the event deteriorating conditions require a "Classes Cancelled/University Closed" notice. Subsequent "Classes Cancelled" notices will be distributed in the same manner as previous announcements.

While the University does its best to utilize technology and the news media, from time-to-time malfunctions and/or miscommunication with media may occur. It would be prudent to check several sources, counting on email or RamAlert notifications as the official message and not solely the media.

In addition, commuter students are expected to use good judgment when deciding if conditions in their location are too severe. The University cannot know the conditions present at each commuter's home, nor can the University be responsible for each commuter's decision or safety. Faculty will work with commuters who miss class due to dangerous road conditions; however, it is the student's responsibility to keep up with lectures, turn in all assignments, take exams/tests, etc.

Regardless of remote learning or cancellation, students are responsible for class work and assignments. In the case of cancellation, students should expect the assignments, tests, presentations, etc. to be due on the next class period unless the instructor has informed the student differently on the course syllabus.

Given the unique circumstances involving evening classes and the possibility of changes in weather that may occur during the day, decisions regarding canceling on-campus evening classes reside with the Provost in consultation with the course instructors.

Communicating Class Status

Primary Source: Bluefield University RamAlert e-mail and text messaging emergency notification system; Bluefield University email list serves for students, faculty, and staff;

Secondary Sources: Bluefield University's primary social media accounts (i.e. Facebook, Twitter, Instagram)

Academic Policies

ACADEMIC OVERVIEW

Bluefield University, a Christian liberal-arts college, awards associate, baccalaureate and master's degrees in various fields of study. Bluefield University Online offers graduate and certificate programs and is designed for students who seek the flexibility and convenience of an online learning format. Additionally, online summer sessions are available for all students seeking to earn additional credits toward their degree of choice. Minimum semester hour requirements for Master's degree programs vary by program.

THE HONOR CODE

"Honor all uphold the humble in spirit."
Proverbs 29:23

Bluefield University is committed to the pursuit of truth, the dissemination of knowledge, and the high ideals of personal honor and respect for the rights of others. These goals can only be achieved in a setting in which intellectual honesty and personal integrity are highly valued and other individuals are respected. This academic code of conduct reflects our corporate and earnest desire to live lives of honor that are above reproach, based upon Christian principles. Each member of the community is called upon to understand and agree to its concepts and to operate within its spirit.

Honor is an ideal and an obligation that exists in the human spirit and lives in the relations between human beings. An honorable person shall not lie or cheat or steal. In all scholarly work produced by community members, academic honesty is inherent and apparent, the work being the original work of the author unless credit is given through the use of citations and references.

In all relationships, the University community expects respect and integrity between its members and toward all peoples and organizations. Honesty and civility are required elements of an effective learning environment. Truthfulness and respect for others are shared values of Bluefield University and are expected characteristics of its members.

The Honor Code affirms the core values of Bluefield University to "develop students' potential through academic excellence and the intentional integration of faith, the liberal arts and professional studies;" and to "create a caring community characterized by respect, support and encouragement for each member of our University community."

Students at Bluefield University commit to the ideals of integrity, individual responsibility, and mutual respect when they sign the Honor Code during the Honor Code Convocation.

The Bluefield University Honor Code

Membership in the student body of Bluefield University means that one agrees to follow those standards of conduct which govern an honorable person in every walk of life. Because the integrity of degrees granted by Bluefield University depends upon the Honor Code, all students in every class must regard themselves as bound by their honor not to cheat in any form. Thus the motto, "Honor all Uphold the Humble in Spirit."

Academic Integrity and Misconduct Policy

Students at Bluefield University are expected to complete their own assignments and to cite all sources used. Cheating and/or plagiarism on a test or any assignment will not be tolerated and will result in a grade of zero for that test or assignment, which could ultimately result in failure of the course. A second incident of cheating and/or plagiarism will result in failure of the course. A report documenting any cheating and/or plagiarism will be filed with the Office of Academic Affairs as well.

Cheating is defined as the unauthorized help on any work submitted, including homework, papers, projects, tests, or examinations. Cheating constitutes having someone other than the student doing the work, looking off of someone's test paper/screen, the unauthorized use of notes or any other aid during an examination, giving or receiving of help on an independent assignment, inappropriate collaboration on independent assignments, verbatim answers agreed upon in study groups, aiding each other on online quizzes, memorizing/copying answers from any source including the textbook, photographing or scanning tests or quizzes, etc.

To minimize the temptation to cheat, all unnecessary electronic devices, phones, smartwatches, tablets, etc. must be put away during assessments. Students will not be allowed to keep them in their pockets, on the desk, on the floor beside of them, or on their person during an assessment, nor are they to access them in any way during an assessment. Students should silence phones and remove them from their pockets and all smartwatches must be removed from wrists during an assessment. Being seen with a cell phone or electronic device out during an assessment for ANY reason will be considered cheating.

Plagiarism consists of knowingly using the words or ideas of others without giving them proper credit. This includes copying material from the Internet and not giving proper credit to the author(s) or not properly formatting and citing that material. This also includes the use of papers downloaded from the Internet and/or papers not written by the student. The student may not turn in assignments from previous or other classes without the expressed permission of the instructor, as this will be considered plagiarism as well.

The University Plagiarism Statement and the penalties for committing Plagiarism and Cheating offenses are published in each syllabus.

Cheating and Plagiarism are serious infractions of the academic process of the University which should be handled as follows:

- If a Plagiarism or Cheating offense is suspected, the faculty member should determine a course of action based on the seriousness of the offense and the level of

experience of the student. The faculty member should be certain that the student understands the nature of Cheating and Plagiarism. If the faculty member believes that the infraction can be adequately handled within the context of the particular course and by applying the penalty published in the course syllabus, then no further action is required.

- For purposes of tracking the incidence of Plagiarism and Cheating campus-wide, and to assist with tracking individual students who repeat incidences of Plagiarism and Cheating, the faculty member will complete an Academic Integrity Violation form for the student's offense and submit the form to the Office of Academic Affairs.

STUDENT RECORDS POLICY (FERPA)

Notice to Student of Their Privacy Rights

A student's records are maintained under the provision of the Family Educational Rights and Privacy Act of 1974 (FERPA). This act seeks to protect the privacy of student records. FERPA is sometimes also referred to as the student records confidentiality policy.

With certain exceptions, officials of Bluefield University will not disclose personally identifiable information from a student's education records without the student's prior written consent. A student may grant permission for a Bluefield University official to release information about his or her academic progress, conduct, and financial affairs, completing a FERPA Education Record Release form and submitting it to Bluefield Central.

University employees are permitted to release "Directory information," as listed below, without the student's prior written consent. Students can restrict how address information is printed in the Campus Directory, or can have all Directory information restricted, by notifying Bluefield Central in writing. Requests for non-disclosure will be honored by the University until removed, in writing, by the student.

- Name
- Student ID Number
- Local Address
- Local Telephone Listing
- Grade/Billing (permanent) address
- Grade/Billing (permanent) telephone listing
- High School attended
- Date and place of birth
- County, state, or U.S. territory from which student originally enrolled
- Photograph or video clip
- Major field of study
- Class (junior, senior, etc.)
- Enrollment status (full-time, half-time, part-time)
- Participation in officially recognized activities and sports
- Weight and height of members of athletic teams
- Dates of attendance
- Anticipated date of graduation

- Degrees and awards received
- Most recent previous educational agency or institution attended by the student
- Campus electronic mail address
- Grade point average, in recognition of achievement

What are Educational Records?

Any record maintained by the University that is related to the student with some narrowly defined exceptions:

- Records in the "sole possession of the maker" (e.g., private advising notes);
- Law enforcement records created by a law enforcement agency for that purpose;
- Employment records (unless the employment is based on student status). The employment records of student employees (e.g., work-study, and wages) are part of their education records;
- Medical/psychological treatment records (e.g., from a health or counseling center);
- Alumni records (i.e., those created after the student has graduated).

Information Students Can See

The Family Educational Rights and Privacy Act also gives a student the right to inspect his or her education records (hard copy and electronic) and to request amendment of those records if they are inaccurate, misleading, or otherwise in violation of the student's privacy rights. To inspect his or her education records, a student must file a written request with the individual who has custody of the records that the student wishes to inspect and the request must be honored within 45 days after the records custodian receives it.

To request amendment of his or her records, a student first discusses the matter informally with the records custodian, and if the custodian does not agree to amend the records, he or she will inform the student of applicable appeal rights. Students also have the right to file a complaint with the U.S. Department of Education alleging that the institution has not complied with FERPA.

Information Students Cannot See

Students may NOT see parents' financial statements or records and letters of recommendation for which the student waived the right to view. Students may NOT see the personal information of any other student or any information on a student who has a non-disclosure request on record.

Access to Student Data

Departments within the University requesting other than Directory information will be given such information if they have a legitimate educational interest. University officials have a legitimate educational interest if it is necessary or desirable for them to have access in order to carry out their official duties and/or to implement the policies of Bluefield University, or if it is in the educational interest of the student in question for such officials to have the information. Persons receiving this information (or Directory information prior to its publication) are responsible for protecting the confidentiality of the students involved. They are not permitted to re-release this data to persons, other than University officials with a legitimate educational interest, without the prior written consent of the students involved.

Instances in which student data (even for those records with restrictions and non-disclosure requests) are released:

- to specific internal groups with legitimate educational interest (signed waiver by student not required);
- to specific external groups with legitimate educational interest (signed waiver by student may be required);
- to other agencies not specified above (signed waiver required);
- to satisfy a subpoena or judicial order (signed waiver not required).

ACADEMIC STANDING

Students admitted to the graduate programs are expected to maintain satisfactory academic standing, which requires a minimum cumulative quality point average, determined by each college or program.

Academic Probation

The Office of the Registrar reviews the academic progress of students at the end of each semester and places those students who fail to maintain a cumulative GPA higher than the minimum level required (3.0 for graduate students) on Academic Probation. Academic Probation indicates a student's continued enrollment at Bluefield University is in jeopardy. The University desires to see the student succeed and will make available varied academic support services to assist the student toward improved performance; however, the primary responsibility rests with the student to improve to the required level for continued enrollment.

Notice of Academic Probation will be printed on the permanent student transcript maintained in the Registrar's Office. A student will be removed from Academic Probation upon attainment of a minimum cumulative GPA required for the program.

Prior to registration for each semester in which a student is on Academic Probation, the student must meet with his or her advisor and the Director of Academic Support Services to work out an appropriate plan for achieving the required level of academic success.

Continuing Academic Probation

Students who do not meet the required GPA may be granted one probationary semester in which to raise their average. Any student who fails to meet the conditions of Academic Probation is subject to suspension.

Academic Suspension

Academic Suspension means all attempts to improve have been unsuccessful and the student will not be allowed to continue enrollment at Bluefield University for a specific period of time. A student who has been placed on suspension may return, subject to the approval of the Dean, after one semester. Students dismissed a second time for academic reasons are ineligible for readmission to the University. Specific schools may have more stringent requirements.

Readmission for Academically Suspended Students

After an absence of at least one semester following the first notice of Academic Suspension, students will be required to submit an application for readmission to the Admissions Department. Readmitted suspended students will be on Academic Probation for their first semester.

Academic Appeal Provision

Students have the right to appeal any action placing them on Academic Suspension. A decision to readmit is made only when a student presents compelling evidence that he or she can perform academically at a level needed to graduate from Bluefield University. An appeal must be made by the student in writing by using the academic appeal form and directing it to the Academic Appeals Committee. The form is available online in MyBU or through the Academic Affairs Office.

The academic appeal form should be emailed to: academics@bluefield.edu. The Academic Appeals Committee will review the student's appeal and make a recommendation to the Provost. The Provost will render a decision in consultation with pertinent faculty and/or administrative offices.

Appeal of Policy Decisions & Grades

Students may have the right to appeal policy decisions or procedures. Various appeal procedures are to be followed depending on the nature of the appeal.

Any change of grade must have a justifiable reason and be based on work submitted during the term or within the parameters of an Incomplete. Grade changes must not be done based on work completed by the student after grades have been posted for the course unless the student has been assigned a grade of Incomplete. Grade changes may only be completed within 6 months of the assignment of a final grade for the course. Grade changes are reported on the Change-of-Grade form available on MyBU. The Change-of-Grade form must be completed and returned to the Registration Services. Students may appeal for an exception to the policy in situations beyond their control.

Academic Forgiveness Policy

To be considered for academic forgiveness, a student must:

- be currently enrolled or seeking readmission and,
- demonstrate poor performance was due to extenuating circumstances and,
- demonstrate that the cause of poor performance has been alleviated.

The student must state, in writing, his or her intention to request academic forgiveness to the Office of the Registrar. The student must specify which term is being requested for forgiveness. If approved, all work taken during the requested term will be pardoned. Once academic forgiveness has been granted, the action is irreversible. A student may declare academic forgiveness only once at Bluefield University regardless of academic level.

The Registrar will certify the request and forward the material to the Provost who will be responsible for insuring that the student is counseled, conferring with the faculty (especially those who instructed the student), act on the request, and return the material to the Registrar for processing.

If academic forgiveness is granted, the pardoned work will remain on the transcript denoted by a grade of “AF”; but it will not be counted in the student’s GPA and will not count towards degree requirements.

When academic forgiveness is declared, the term “ACADEMIC FORGIVENESS” will be noted on the transcript for the term affected.

The student may be liable for the repayment of any federal financial aid, veteran’s benefits, or other forms of financial assistance.

Certain colleges, universities, and professional schools will not honor an academic forgiveness policy.

ONLINE LEARNING POLICY

Bluefield University offers graduate online education through Canvas as a method for increasing educational opportunities for students. The University encourages active learning and contact between students and faculty through diverse methods of learning. We are committed to providing a challenging, engaging, and invigorating learning environment and graduating students who adapt readily to a changing world. We believe online coursework enables us to further our global impact while maintaining small, personal classes with committed faculty.

Academic Program Department Chairs are responsible for publishing in course syllabi acceptable standards of learning, use of resources, limits of collaboration, and appropriate forms of online and/or proctored testing.

All courses designed for online delivery are required to be offered in Canvas (with password protected single sign-on access to ensure student privacy) and follow a standard template designed to provide engaging opportunities for the student to interact with the course materials, the instructor, and fellow students. Online courses are designed using best practices adopted from the Online Learning Consortium and Quality Matters.

Students will need access to a computer or tablet along with a stable internet connection in order to successfully study online. Also, online study requires students to be self-disciplined and self-motivated.

Students may enroll in an online course without being admitted to an academic degree program, but students are encouraged to consider selecting an academic program.

Students must have the necessary computer skills to successfully complete all course work. Likewise, students must have the necessary computer access to include all computer system requirements.

Students must recognize and understand the level of independent work required and the increased need for self-motivation to successfully complete online courses. Further, students must recognize and understand their learning style as it relates to online learning modalities.

GRADUATE GRADING SYSTEM

<i>Letter</i>	<i>Percentage</i>	<i>Q. Points*</i>
A	90–100%	4.0
B+	85–89%	3.5
B	80–84%	3.0
C+	75–79%	2.5
C	70–74%	2.0
D	67–69%	1.0
F	≤66%	0.0
P	Passing	0.0
I	Incomplete	0.0
NG	No Grade Reported	0.0
WIP	Work In Progress	0.0
AU	Audit	0.0
DR	Withdraw from school	0.0
W	Withdraw from a class	0.0

*Quality Points per semester hour; this is used to determine Grade Point Average - GPA

Grades of P, NG, WIP, AU, DR, and W are not used in computing quality point averages. Each individual instructor adopts a fair, consistent, and appropriate grading scale for his or her course.

GRADE OF INCOMPLETE

For various reasons students are unable to complete their coursework by the last day of a given term/semester. These reasons include certain unavoidable circumstances such as, serious illness or personal injury, family emergencies, military service, natural disasters that directly affect the student, or other serious life situations. Under these circumstances, students may appeal to the Registrar for a temporary course grade of “I” (Incomplete).

Students must submit the Request for Incomplete Form on the MyBU portal within the last two weeks of a course but no later than the last day of the course. The Registrar will review the Request and determine a recommended final deadline for the extension based on the nature and duration of the unavoidable circumstance. The Request and the recommended extension deadline will be sent to the course instructor who will determine whether to allow the incomplete and whether the recommended final deadline for extension is appropriate. A determination of denial of the Request by the course instructor will be final.

If a student requests and is granted a temporary Incomplete grade, a final grade of “W” is no longer an option. Upon completion of the coursework and/or expiration of the allotted extension time, the earned grade will be placed on the official transcript. If a grade is not submitted by the instructor, a grade of “F” will be recorded on the transcript. A student cannot graduate with an Incomplete on his or her record. An Incomplete grade counts as hours attempted and is calculated as an F in the GPA until replaced with a grade.

The proposed extension deadline will be provided to the instructor by the Office of the Registrar and approved by the instructor. In

general, the allotted time for the extension will be no more than twice the length of time that the unavoidable circumstance prevented the student from participating in the course. For example, if a student had an emergency surgery that required the student to be out of class (non-participating) for two weeks, the extension deadline would be no more than four weeks from the last date of the course. The *maximum* time allowed timeframe for incompletes regardless of circumstances are as follows: For on-campus and online 16-week courses, the course must be completed by mid-term of the subsequent semester (including summer semester) or the “I” automatically changes to an “F”, or an earned grade if submitted by the instructor. For online 7 and 8-week courses, the course must be completed by the end of the fourth week in the subsequent term or the “I” automatically changes to an “F”, or an earned grade if submitted by the instructor. Incompletes for online Fall term 3 courses must be completed by the end of the fourth week of Spring Term 1.

For students who are enrolled in a clinical or internship where the final grade—due to circumstances beyond the student’s or instructor’s control—cannot be given until after the deadline, faculty may submit a Delayed Grade Submission Form and indicate the reason for the delay and the estimated date the final grade will be available. The Registrar will then determine if an “I” should be temporarily placed on the transcript or if the grade should be left blank, depending on the timing of the availability of the final grade. Grades that are not updated by the end of the subsequent term will revert to an “F.”

COURSE POLICIES

Course Load

The load for a full-time graduate student is six hours or more per semester. Students who are taking fewer than 6 semester hours of course work for credit are considered part-time.

Course Numbering System

First digit:	0000 - level of the course: Graduate – 5000
Second & Third digits:	0000 - College/School identification
Fourth digit:	0000 - number of credit hours

Credit Hour Policy

For Bluefield University students in the online graduate program, a semester credit hour is based on the traditional “Carnegie Unit,” which stipulates that one semester credit hour be awarded for 15 sessions of 50-minutes duration in classroom lecture-recitation each requiring two hours of outside preparation by the student. The University identifies this unit as the primary academic measure by which progress toward a degree is gauged. However, the University also recognizes that such a unit measures only a part, albeit a major part, of a composite learning experience, based upon formally structured and informal interactions among faculty and students. Due to this understanding, Bluefield University has adopted a variant of the “Carnegie Unit” which is consistent with innovative practices such as online education, competency-based credit, and academic activities that do not rely on “seat time.” In the interest of accurate academic measurement and cross-campus comparability, the following definitions and practices apply in controlling the relationship between contact and credit hours. These definitions

constitute a formalization of current and historic policy in order to ensure consistency throughout the University. Courses may be composed of any combination of elements described, such as a lecture course that also has required laboratory periods or a lecture course having an additional requirement for supervised independent study or tutorial activity.

A semester credit hour is normally granted for satisfactory completion of one 50-minute session of classroom instruction per week for a semester of not less than 15 weeks. This basic measure may be adjusted proportionately to reflect modified academic calendars and formats of study. Semester credit hours are granted for various types of instruction as follows:

Lecture, seminar, quiz, discussion, recitation

A semester credit hour is an academic unit earned for fifteen 50-minute sessions of classroom instruction with a normal expectation of two hours of outside study for each class session. Typically, a three-semester credit hour course meets three 50-minute sessions per week for 15 weeks for a total of 45 sessions.

Activity supervised as a group (laboratory, field trip, practicum, workshop, group-work) - A semester credit hour is awarded for the equivalent of fifteen periods of such activity, where each activity period is 150 minutes or more in duration with little or no outside preparation expected. Forty-five 50-minute sessions of such activity would also normally earn one semester credit hour. Where such activity involves substantial outside preparation by the student, including but not limited to online programs, the equivalent of fifteen periods of 100 minutes duration each will earn one semester credit hour.

Supervised individual activity (independent study, individual studio, tutorial) - One credit for independent study (defined as study given initial guidance, criticism, review and final evaluation of student performance by a faculty member) will be awarded for the equivalent of forty-five 50-minute sessions of student academic activity.

Credit for tutorial study (defined as study which is given initial faculty guidance followed by repeated, regularly scheduled individual student conferences with a faculty member, and periodic as well as final evaluation of student performance) will be awarded on the basis of one semester hour credit for each equivalent of fifteen contact hours of regularly scheduled instructional sessions.

ADDING & DROPPING CLASSES

Adding Classes

Students enrolled in 16-week courses may add courses during the first seven calendar days of each term. Students enrolled in 8-week or 4-week courses may add courses during the first three calendar days of the term. See Academic Calendar for specific dates and deadlines.

A student may add classes through the student portal (MyBU) on the Bluefield University website or by submitting an

Add/Drop/Withdraw Form to the Registrar through MyBU>Student>Forms.

Dropping Classes

Drop Policy for Online Classes

A student must participate in *each* class (respond to a discussion thread or complete an assignment) by 11:59 PM on the seventh day of the term/semester to be considered enrolled (see Academic Calendar for exact dates). Failure to participate by this deadline will result in the student being dropped from the course(s) or the University (if applicable). Dropped courses will be deleted from the student's permanent academic record.

Once a student participates in a graduate course, it is his or her responsibility to officially drop or withdraw by completing and submitting the Add/Drop/Withdraw form to the Registrar's Office. Students will be charged for classes according to the prorated withdraw refund schedule. Please note, a student in a graduate learning cohort is enrolled for a semester of courses, and therefore, graduate students who start a semester but withdraw from courses in the first term should review options for enrolled classes in the second term of the semester.

Certain enrollment changes may result in complete loss of aid eligibility for the entire semester even if those funds have been posted to the student's account. For a student who withdraws or stops participating entirely, charges and financial aid will be adjusted according to the refund policy (prorated) at that point. (See the Tuition and Fees section of the Catalog for refund policy.)

WITHDRAW FROM THE UNIVERSITY

A student who wishes to withdraw from the University should notify their advisor, and then complete the University Withdraw Form, available in MyBU>Student>Forms. Grades of "DR" indicating withdrawal from school will be given to the student who properly withdraws. Earned grades will be issued for courses completed prior to the student's withdrawal (including failing grades). A student planning to withdraw from school should consult the Financial Aid Office regarding regulations for satisfactory academic progress. In addition, a student should confer with the Business Office to settle his or her account. The Registrar staff will notify administrative departments of a student's request to withdraw.

COURSE POLICIES

Course Cancellation

The University does not guarantee offering all or any of the courses listed in this Catalog. When there is inadequate registration for a course, it may be cancelled without notice. The Registrar will attempt to notify all students of course cancellations before the first meeting of the semester.

Class Attendance

Regular class participation is critically important to successful learning in any online course, including the graduate courses at Bluefield University. Students are expected to regularly check email, complete assignments in a timely manner (each week).

Failure to participate in the course may result in an administrative withdraw or drop.

Repeating Courses

Students may repeat courses with grades below an "A" (tuition costs will be applied). No course may be taken more than twice without permission from the Provost. All attempts will be recorded on the permanent record along with the grades received. For all repeated courses, only the last attempt will be used for determining GPA and the hours completed for graduation, even if the last attempt is a lower grade.

An "R" and an asterisk (*) will be used on the transcript to designate repeated courses.

Auditing Courses

Students who audit courses are not held responsible for the work and receive no grade or credit. A course which is audited cannot change to a credit course nor can a credit course be changed to an audit course after the add period. Audits may be in addition to the regular course load.

GRADE APPEAL PROCEDURE

A student has the right to contest the grade given in any Bluefield University course. The following procedure will be followed.

1. The student must first attempt to resolve the situation directly with the instructor by explaining his or her view and allowing the faculty member ample opportunity to respond. It is expected that most complaints will be resolved at this level. (If the instructor is no longer employed by the college, the student should take the complaint directly to the instructor's Department chair who will attempt to contact the instructor's college dean and resolve the situation as described in #2.)
2. If the complaint is not resolved to the student's satisfaction by conversation with the instructor, the student may appeal to the department chair. Such appeals must be made in writing by the end of the fourth week of the next regular semester (fall or spring) following the completion of the course. The department chair shall notify the instructor, who will present his or her view in writing. The department chair all meet with both student and instructor to hear both sides of the complaint and attempt to reach a settlement. The department chair shall keep a written record of all proceedings, including the recommended solution. (If the complaint is against a department chair, the Dean of the respective University or School all hear the complaint.) A copy of the solution will be provided to the student and the instructor.
3. The student may further appeal the case to an ad hoc committee composed of the Vice President for Academic Affairs and four faculty members selected by the VPAA. The desire to appeal must be expressed by the student in writing to the VPAA within two weeks after receipt of the department chair's recommendation. The VPAA is responsible for gathering and providing copies of all material previously submitted, any additional materials the student or instructor wishes to submit, and a summary of the chair's findings to the committee. Both parties will be given time, upon request, to present their

argument to the committee. The student and/or faculty member may be present during fact-finding only. Deliberations based upon presentations and written records all be closed to all except committee members.

4. The committee's decision will be determined by majority vote and all be binding upon both parties. Within three weeks of receipt of a complaint, the committee will communicate its findings in writing to both parties, and a copy will be filed in the Academic Affairs Office. The VPAA will be responsible for enforcing the committee's decision.
5. The ad hoc committee all serve as the academic appeals committee for the remainder of the academic year. Should a member have a conflict of interest with a subsequent case, the VPAA will appoint an alternate.

UNIVERSITY TRANSFER CREDIT

A maximum of 50 percent of the course hours required to earn a graduate degree may be transferred from an institution accredited by an accrediting body recognized by the Council for Higher Education Accreditation (CHEA) and the Department of Education. Transfer courses must be equivalent to courses in the program. Prerequisite coursework that does not count toward the graduate degree may not be transferred. Only courses with a grade of B or higher will transfer and the grades for transfer courses will not count in the Bluefield University grade point average. Individual colleges, schools, or programs may adopt more restrictive requirements.

The University reserves the right to evaluate all transfer credits in terms of its own institutional standards. Credit hours transferred are used toward fulfilling graduation requirements.

Courses at Another Institution

Current students must apply for permission to take any work at another institution for transfer back to Bluefield University. A request to take such a course must be submitted to the Registrar, who in conjunction with faculty, will then approve or disapprove the request in writing. Students may obtain a Transient Course Approval Form from the Registrar's Office or from MyBU.

Articulation Agreements with VCOM

Bluefield University has articulation agreements with the Edward Via College of Osteopathic Medicine (VCOM). Under the terms of these agreements, students may be granted a guaranteed admissions interview or early admission into the osteopathic medical college if they have met the following requirements: completion of all VCOM admission requirements, completion of prerequisite courses, a science and overall GPA of 3.5, sufficient SAT, ACT, or MCAT scores, completion of 80 hours of health care volunteerism and 80 hours of community volunteerism, and any other requirements outlined in the agreement.

INTERNSHIP PROGRAM

Purpose of the Program

The goal of an internship is to provide a structured educational opportunity for a student to learn skills and apply knowledge in occupational, applied, and professional settings.

Program Requirements

Individual departments have specific academic requirements for Internship involvement, and they may, in addition, have specific departmental career development programs that differ from the Internship program.

Program Description

In consultation with an academic advisor and the supervising faculty member, a student is assigned to an internship setting. These settings may be on or off campus, depending upon the academic College or School, the Department and student interest. The student should realize that while the majority of Internships are unpaid, some Internship opportunities may include compensation.

For each semester hour of credit, the student is expected to do 45 hours of work. The "work hours" include preparation and training time, work assignments, written reports, and evaluation procedures.

Academic Requirements

The student is expected to spend the designated amount of time involved for the credit earned.

Each supervising faculty will give clear, written instructions as to what is expected of the student in the way of documentation, assigned reading, and/or production of final written materials for the Internship credit.

The on-site supervisor may also require specific training, assigned readings and/or written reports for the successful performance of the Internship.

The student and supervising faculty are expected to confer on a regular basis (at least biweekly) regarding the progress of the Internship. The student will also meet all conference requirements of the on-site supervisor.

Grading Policies

The Internship grade will be based on the mutual evaluation procedure agreed upon by the supervising faculty member, the on-site supervisor, and the student. In the case of Internships that are based on the campus of Bluefield University, the on-site supervisor and supervising faculty may be one and the same. Each individualized grading policy will be presented to the student in writing at the beginning of registration, and a copy is kept by the supervising faculty member.

Participating Institutions

The participating institution will be responsible to see that the intern receives as broad and as deep an experience as possible. The on-site supervisor will cooperate with the supervising faculty in seeing that students are involved for the required amount of time and will make every effort to see that students receive the training and support necessary to function effectively in their required tasks. The on-site supervisor will also provide feedback

and final evaluation to the supervising faculty regarding the intern's performance, which will serve as a partial basis for the assignment of grades. The supervising faculty will provide the on-site supervisor with a quantitative scale on which to make that judgment.

Termination of Internship

An internship may be terminated after conference between the student, the supervising faculty, and the on-site supervisor. Clearly, this is not the intent of this program or Bluefield University; thus termination is reserved for those cases in which exceptional difficulties develop which seemingly cannot be resolved. In the event an internship is terminated, one or more of the following outcomes will occur, based on the academic procedures for Bluefield University and the circumstances of the case:

- The student is placed in a different setting to complete the Internship credit.
- The student is withdrawn from the course without academic penalty.
- The student is withdrawn from the course and the faculty member submits a grade of W to the registrar. The student receives a grade for the work completed, with the assumption that a majority of the Internship requirements have been fulfilled.

Maximum Internship Hours Allowed

Maximum number of semester hours and approval are determined on a College or School and Department basis.

GRADUATION

Requirements for Graduation

General Degree Requirements for graduation are:

1. The student must earn the required minimum number of semester hours specified by the degree and have completed all of the course requirements of the degree;
2. The student must have a grade point average of at least 3.0 for all work completed at Bluefield University.
3. The student must apply for graduation with the Registrar by the deadline posted on the Academic Calendar.
4. The student must pay the graduation fee, along with all accounts on campus (Business Office, Library, Student Development, etc.), in full at least 15 days before commencement.
5. All students must be registered for their final courses and able to complete those courses by the end of the summer semester in order to participate in the May commencement exercises. No exception will be made to these requirements.
6. The student is required to participate in the University's assessment of the educational impact it has had on its graduating students. The method of assessment depends on the major, but may include recitals, written and/or oral examinations, etc. The student must participate in the assessment selected by his/her major.

Early Degree Conferral

Early Degree Conferral may be granted for students who complete their degree requirements and have specific circumstances that require the degree to be conferred prior to the next conferral date. The Early Degree Conferral Form must be completed by the student and returned to Bluefield Central. The Early Degree

Conferral Committee and Provost will make a decision on the conferral and the Registrar will notify the student.

OUTCOME ASSESSMENT

For the purpose of evaluation of academic programs students may be required, prior to graduation, to take one or more tests designed to measure general education achievement and/or achievement in selected major areas. No minimum score or level of achievement will be used to determine the candidate's eligibility for graduation. Test results will remain confidential and be used solely for purposes of improvement of the University.

ACADEMIC RECORDS

Records Retention Policy

Bluefield University adheres to the following Records Retention Policy. Official applications, student biographical information, veterans' certification forms, official letters, evaluation of transfer credits, official transcripts from other institutions, high school records, AP/CLEP/DSST scores, change of major/advisor forms, confirmation forms, SAT/ACT scores, application for graduation, and copies of grade change forms will be kept for ten years in the student official file.

Transcripts, original and computer backup, will be retained permanently. Academic materials such as catalogs, commencement programs, statistics related to degrees, enrollment, grades and racial/ethnic matters, and schedules of courses also will be retained permanently. For applicants who do not enter the University, materials will be held one year, except where government requirements state otherwise.

Request for Academic Transcripts

Official Transcript

Transcripts can be ordered via the Web 24/7 at <https://tsorder.studentclearinghouse.org/school/select>. You can place as many orders as you like in one session using any major credit card. Your card will only be charged after your order has been completed. Order updates are available via mobile text message and will also be emailed to you. You can also track your order online using your email address and order number. Your signed consent may be required to fulfill your transcript order. For your convenience, a consent form will be generated for your order that you can approve instantly online or return via fax, mail, or as a scanned email attachment.

Please note: No transcript will be processed without this completed form or if there is a departmental hold or an unpaid balance owed to the University. Unprocessed requests and any associated fees received will be returned to you, and you must resubmit your request after all holds and financial obligations are satisfied.

Unofficial Transcript

A current student may view his or her academic record and print an unofficial transcript through the student portal (MyBU) on the Bluefield University website.

Official Transcript for Current Students

For electronic or rapid processing/ mailing of transcripts, use the Student Clearinghouse indicated above. As a slower alternative, current students who want a copy of their official transcript to be mailed directly from Bluefield University must submit a Transcript Request Form to Bluefield Central. These transcripts will be processed within five to seven business days and mailed through first class. There is no charge for current students.

Please note: No transcript will be processed without this completed form or if there is a departmental hold or an unpaid balance owed to the University. Unprocessed requests any associated fees received will be returned to you, and you must resubmit your request after all holds and financial obligations are satisfied.

An explanation of the complete policy on education records is available in this catalog under Student Academic Records (FERPA) and the Records Retention Policy.

ACADEMIC SUPPORT SERVICES

Academic Affairs Office

The Academic Affairs Office serves as the link between the student and the educational process. The Provost oversees this process and assists students and faculty in academic decisions.

Registration Services Office

The Registration Services Office offers both past and present students a variety of services. These services are designed to assist students as they progress toward their degree or as they pursue their career. The Registration Services Office should be contacted regarding questions in the following areas:

Registration	Class Schedules
Change in Major/Advisor	Change of Address
Adding/Dropping Classes	Graduation
Evaluation of Transfer Credits	Repeat Courses
Veteran's Benefits	Transcript Requests
Withdrawals	Sports Eligibility
Grades	Enrollment Verification

The Registration Services Office maintains student records under the provision of the Family Educational Rights and Privacy act of 1974 (FERPA). The act seeks to protect the student's rights by restricting access to the student's records to persons authorized by the FERPA regulations.

For additional information regarding accessing student's records, please reference the Student Records Policy (FERPA) section of this Catalog.

ACADEMIC SERVICES

Easley Library

Easley Library was built in 1956. It is named in memory of Frank Smoot Easley and David Milton Easley, both of whom served on

the Board of Trustees. The three-story building consists of a main entrance level, a mezzanine or second floor, and a ground level which houses the Education Department. As an integral part of the educational program of Bluefield University, the Library provides instructional resources, services, and facilities to the college community. The Library has approximately 45,000 print volumes, 155,462 electronic books, 28 print periodical subscriptions, access to over 80,000 full-text journals online, and over 50 databases covering all subjects. Students are able to access and use electronic resources on and off-campus via the Library website. During the academic year the library is open 81.5 hours per week. A collaboration room with a PC and smartboard and a media lab/collaboration room with a green wall, a MAC computer, a PC and smartboard are available for student and faculty use as well.

Academic Advising

All students are assigned a faculty advisor from their major area. The goal of each faculty advisor is to further Bluefield University's aim of providing a liberal arts education that will develop the whole person. Faculty advisors work in conjunction with the Registrar's Office to develop and maintain an educational plan for each student.

While Bluefield University's advising system is designed to assist the student in understanding the University's academic requirements, the student is personally responsible for knowing all degree requirements and for satisfying those requirements prior to graduation. Those students needing additional assistance in developing an educational plan are encouraged to seek assistance from the Center for Academic Excellence.

Academic Computer Labs

The Science Center houses three computer labs that are available during the day unless they have been reserved for a class. In the evening, a lab is open for students to work on assignments, conduct research, and perform job-search activities. Each lab has the ability to access the internet, print, and access University-provided software. Computer labs are located in SCI 102, SCI 103, SCI 109, Easley Library, the ACE Center, the Education Department, and the Art Building.

Assistance for Students with Disabilities

Students with documented disabilities are eligible to receive services and accommodations based on specific needs. To receive services at Bluefield University, students must provide recent documentation that supports their disability. Accommodations are made on an individual basis and are for the purpose of providing equal access to educational opportunities as specified in the guidelines of the Americans with Disabilities Act (ADA) and Rehabilitation Act of 1973.

The Americans with Disabilities Act of 1990 (ADA) and Section 504 of the Rehabilitation Act of 1973 define a disability as a physical or mental impairment that substantially limits one or more major life activities, such as walking, seeing, hearing, speaking, breathing, learning and working.

This definition also includes a person with a record of disability or a person perceived as having a disability. For more information contact the Academic Center for Excellence (ACE).

Graduate Academic Programs

COLLEGE OF SCIENCES

Master of Arts in Biomedical Sciences, M.A.B.S.
Master of Health Sciences in Anesthesiology, M.H.S.A.

****NOTE:** The Master of Health Sciences in Anesthesiology is fully accredited and approved by the state of Alabama; however, Title IV funds are not yet available for students in this program. Students may pay using personal funds, outside scholarships, or external loans.



CAUDILL SCHOOL OF BUSINESS

Master of Business Administration, M.B.A.
Specializations: Justice Administration, Healthcare Management, Leadership, Finance, Human Services

SCHOOL OF EDUCATION & SOCIAL SCIENCES

Master of Arts in Education, M.A.Ed.
Specializations: Curriculum and Instruction, Teaching Health Sciences
Master of Arts in Educational Leadership, M.A.Ed.
Master of Arts in Counseling with tracks in School Counseling or Clinical Mental Health Counseling, M.A.
Master of Arts in Human Services, M.A.

****NOTE:** The MA in Human Services program is fully accredited and approved by the state of Virginia; however, Title IV funds are not yet available for students in this program. Students may pay using personal funds, outside scholarships, or external loans.

Graduate Certificate Programs
Certificate in Teaching Health Sciences

SCHOOL OF NURSING

Master of Science in Nursing in Family Nurse Practitioner (FNP)
Master of Science in Nursing in Leadership/Education (L/E)
MSN in Psychiatric Mental Health Nurse Practitioner (PMHNP)

Certificate in Family Nurse Practitioner
Certificate in Leadership/Education
Certificate in Psychiatric Mental Health



Caudill School of Business

MASTERS IN BUSINESS ADMINISTRATION

The Caudill School of Business is committed to academic excellence and life-long inquiry by engaging students in the study of business disciplines. The School strives to provide a dynamic, motivational, Christian learning environment where students receive individual attention and instruction, and courses are reflective of continually changing business world. Students will develop a strong base of knowledge in the discipline, as well as acquire effective business communication, critical thinking, and problem-solving skills necessary to productively contribute in the global community.

In the Master of Business Administration program at Bluefield University, students develop knowledge and skills in key business areas with the option to specialize in leadership, healthcare administration and justice administration. Students complete 30 credit hours of coursework that includes a common core of 21 credit hours, with an additional 9-15 hours in each specialization. Courses are offered in 8-week terms. A full-time student can complete the MBA in Leadership in 10 months. Students choosing to study part-time can expect to take 20-24 months to complete the program.

Undergraduate business administration majors can elect to participate in a 5-year BS/MBA program option. To be eligible, students need to have completed 90 semester hours, earned a 3.0 overall grade point average overall and a 3.5 grade point average in business courses, and passed all general education courses successfully. Students may take no more than one course per semester, and three courses prior to admittance into the MBA program.

MBA Admissions

Applicants to the Master of Business Administration program must complete the following:

- Completed graduate application;
- A minimum undergraduate cumulative GPA of 2.75 on a 4.0 scale;
- An earned bachelor's degree and official transcripts from an institution accredited by an accrediting body recognized by CHEA;

Academic Standing for the MBA

Satisfactory academic standing in the MBA program is determined after the completion of six graduate semester hours. Students must maintain a grade point average of 3.0 on a 4.0 scale and must have a 3.0 overall GPA in the program to graduate with an MBA. Students who earn up to six hours with grades C+, or C are eligible to graduate as long as their overall GPA is 3.0 or higher. Courses where students earn below a C must be repeated. MBA students must follow existing Bluefield University academic

policies on grades, grade appeals, incompletes, and grade changes.

Transfer Credit

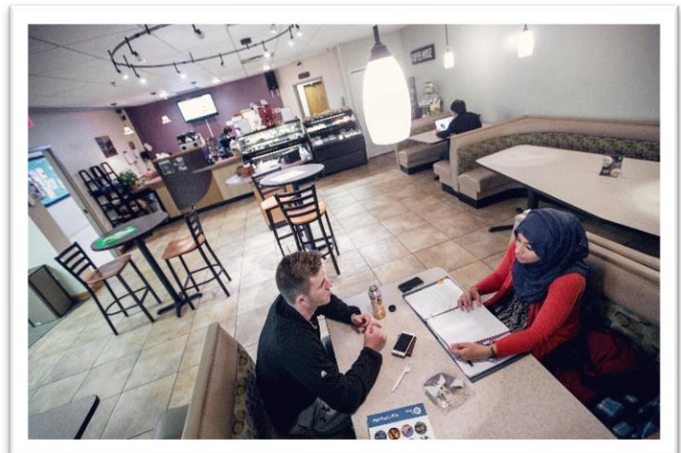
A maximum of 12 semester hours of credit may be transferred from an institution accredited by an accrediting body recognized by the Council for Higher Education Accreditation (CHEA) and the Department of Education. Transfer courses must be equivalent to courses in the program. Only courses with a grade of B or higher will transfer and the grades for transfer courses will not count in the Bluefield University grade point average.

Prior Learning Credit for Professional Certifications

Students may earn credit for the following professional certifications. Credit for additional professional certifications may be awarded if approved by the Dean of the Caudill School of Business.

- SHRM-CP or PHR Certification
 - Receive 3 credit hours of Prior Learning Credit for BUS 5323 Human Resource Management
- SHRM-SCP or SPHR Certification
 - Receive 6 credit hours of Prior Learning Credit for BUS 5323 Human Resource Management and BUS 5353 Organizational Behavior
- Project Management Professional – PMP
 - Receive 3 credit hours of Prior Learning Credit for BUS 5333 Project Management
- Certified Financial Planner (CFP)
 - Receive 3 credit hours of Prior Learning Credit for BUS 5393 Financial Statement Analysis
- Certified Public Accountant (CPA)
 - Receive 3 credit hours of Prior Learning Credit for Bus 5393 Financial Statement Analysis

Students must submit a copy of their certification to the Bluefield University Registrar's Office to receive credit. (Bluefield has been offering Prior Learning Credit since 1990 in undergraduate programs.)



Program Outcomes

Students who successfully complete the Master of Business Administration program will be able to:

1. Demonstrate graduate level proficiency in critical business subject areas (these include Accounting, Marketing, Economics, Management, Finance, and Healthcare Management);

2. Recognize and solve problems systematically to make better business decisions;
3. Demonstrate oral and written communication skills needed to communicate effectively to a variety of audiences; and
4. Apply quantitative reasoning and critical thinking skills at the graduate level.

Degree Graduation Requirements

The MBA program requires 30 credit hours that include a common core of 21 credit hours, with an additional 9 credit hours in each specialization.

Masters in Business Administration

Degree Requirements	Credits
MBA Core Requirements	21
Concentration Requirements	9
Required for Graduation	30

MBA Core Courses	Credits
BUS 5303 How to Be a Leader	3
BUS 5313 Data Analytics or CRJ 5023 Research Methods	3
BUS 5323 Human Resources	3
BUS 5343 Marketing & Public Relations	3
BUS 5363 Legal and Ethical Decision Making	3
BUS 5373 Managerial Economics	3
BUS 5393 Financial Statement Analysis	3
MBA Core Total:	21

Leadership Specialization	Credits
BUS 5333 Project Management	3
BUS 5353 Organizational Behavior & Change	3
BUS 5413 Innovation and Entrepreneurship	3
Specialization Total:	9

Healthcare Specialization	Credits
MHE 5203 Intro to Healthcare Service Systems	3
MHE 5213 Introduction to Healthcare Policy	3
MHE 5243 Healthcare Financial Management	3
Specialization Total:	9

Justice Administration Specialization	Credits
CRJ 5003 Justice Issues Seminar	3
CRJ 5133 Law Enforcement Administration OR CRJ 5143 Corrections Administration	3
CRJ 5153 Crisis Command, Control, and Aftermath	3
Specialization Total:	9

Finance Specialization	Credits
BUS 5163 Advanced Financial Management	3
BUS 5173 Investment Analysis and Management	3
BUS 5183 Small Business Finance	3
Specialization Total:	9

Human Services Specialization	Credits
MHS 5053 Counseling and Psychotherapy	3
MHS 5103 Treatment Systems in Human Services	3
MHS 5123 Understanding Addiction	3
Specialization Total:	9

Completion Sequence – MBA

Semester 1	Semester 2
BUS 5303	BUS 5363
BUS 5313 (CRJ 5023)	BUS 5373
BUS 5323	BUS 5393
BUS 5343	Specialization
Total	Total
12	12
Semester 3	
Specialization	3
Specialization	3
Total	6

BUS | Graduate Business Courses

BUS 5163 Advanced Financial Management

Examines the problems faced by the corporate financial manager on the theoretical, analytical, and applied levels. The impact of the financing decision upon the value of the firm is analyzed. Theoretical and analytic aspects of the capital budgeting decision are examined with emphasis on methods of incorporating risk into the capital budgeting decision.

BUS 5173 Investment Analysis and Management

Provides overview of the fields of security analysis and portfolio management. Introduces the analysis of individual investments with special reference to common stocks and bonds. Designed for the finance major who is interested in the security/investment area as a possible career.

BUS 5183 Small Business Finance

Financing problems that face a new and/or small business can be broken into financial planning, valuing, and raising capital. These topics form the main portion of this course. The course is designed for those planning to start a business or take over an existing business. It will also be beneficial for those planning careers that must interact with a small or new business.

BUS 5303 How to Be a Leader

This course is an experiential and theoretical investigation of management and Leadership. This course covers contemporary theories, principles, and practices of positive Leadership and the importance of engagement of followers to achieve results and facilitate engagement. Students will examine the distinctions between management and Leadership and the roles of each in developing collegial supervision and responsibly sustainable organizations. Particular emphasis will be placed on follower growth and development within the framework of planning, organizing, and evaluating Leadership. This will be accomplished by the examination of contemporary leaders, identifying the Leadership style used along with its strengths and weaknesses. Students will assess and examine their own Leadership styles and

subsequently develop a plan for their Leadership growth. Teaching and learning methods will be a combination of theoretical and applied readings, threaded discussions, lectures, contemporary leader case studies, self-assessments, and written and oral presentations.

BUS 5313 Data Analytics

This course will focus on research problem identification, sampling, data collection, survey, and experimental research. In this course, research design and a variety of statistical techniques will be examined. The statistical techniques covered include correlation, regression analysis, hypothesis testing, and analysis of variance. Students will do a course-related project.

BUS 5323 Human Resources

The human resource management course focuses on human resource management and administration. This course benefits those with human resource management responsibilities. A variety of cases will be used to enforce important course topics.

BUS 5333 Project Management

The operations management course examines the design, planning, control and the improvement of manufacturing operations, of service operations as well as other business contexts. Analytical methods for solving management problems, construction of mathematical models and advanced quantitative decision techniques will be used for solving operational problems in business contexts. The mathematical techniques covered include expected value, learning curves, linear programming techniques related to transportation models, scheduling, and optimization, and waiting line models (queuing theory).

BUS 5343 Marketing & Public Relations

Domestic and international marketing management will be examined in this course. For example, this course will include case studies covering important marketing concepts such as pricing, promotion, advertising, and distribution concepts. Other important course topics include product quality, customer service, and differing competitive environments.

BUS 5353 Organizational Behavior & Change

Managers are confronted by new challenges created by the global economy, pressures to improve performance, and demands to produce more with less. Students will learn how organizations operate as systems through diverse strategies. Materials are drawn from a range of perspectives including management, organizational psychology, and sociology. The course will integrate these perspectives and stress their application to organizations.

BUS 5363 Legal and Ethical Decision Making

Legal and ethical issues directly affecting managers are examined in this course. This course will include an examination of the American Legal System, as well as the importance for ethical decision making in business contexts. Case studies will cover many of the important course concepts.

BUS 5373 Managerial Economics

In this course students explore economics relevant to managers by analyzing common problems encountered in a business environment. The problems are designed to show how the tools of economics can be applied to these problems and help to reach solutions that might otherwise not be discovered. Course topics include decision making, pricing, strategic decision making, uncertainty and organizational design. Through a combination of

interactive discussions, cases, practical examples, and individual assignments, the course applies economic theory to the challenges facing every business. We analyze the costs and benefits of socially responsible decisions and how businesses can minimize costs and maximize the benefits associated with sustainable processes.

BUS 5393 Financial Statement Analysis

The Financial management course will include the examination of interest rates, stock financing, debt financing, bond financing varieties, and the determination of appropriate rates of return in a variety of contexts. Other important course topics include hybrid securities, security options, convertible bonds, as well as mergers and acquisitions. A variety of ethical issues related to financial management will also be examined.

BUS 5413 Innovation and Entrepreneurship

This course examines the many facets of innovation and entrepreneurship including business models, frameworks, funding, barriers, and risks for introducing new products and services. Students will focus on entrepreneurship as a model of thinking and innovating within existing businesses and as a pathway to launching new businesses.



CRJ | Criminal Justice Courses

CRJ 5003 Justice Issues Seminar

This course will focus on theories of criminality, and on the key concepts of the criminal justice system, while allowing students to explore emerging issues. Theory will be explored from historical classical explanations to the more recent paradigms. The course will provide an overview of theory and crime and explore specific approaches of crime. The course will also provide an assessment of the differing theories and future directions in criminological theory. Students will be expected to actively participate in class by presenting critiques and policies they have formulated based on the discussions and readings. Focus in the course will not only be on the theoretical background of criminology but also on recent research in the field, and how it relates to emerging issues in criminology. Students will examine problems associated with testing of theories and critically analyze policies which evolve from these theories. Each student will be expected to select a particular theory or perspective and investigate that theory by reviewing a minimum of five research

studies and examine policy implications for the particular perspective chosen.

CRJ 5023 Research Methods

This course explores fundamental practices and ongoing issues in quantitative and qualitative research. will explore the relevancy of statistics to a career in criminal justice by illustrating the logical connections between statistical concepts and real-world implications in criminology and criminal justice. Students will engage statistical techniques to work through formulas and numbers based on real data from the field. It will introduce several aspects of ethnography including field entry, interviewing, participant-observation and field note-writing, qualitative data analysis, research ethics, exiting the field, and presentation of findings. It teaches basic methods of data collection and analysis, and considers questions surrounding ethics, interpretation, representation, and power. The course will also cover aspects of a basic research project including conducting library research, critical evaluation of sources, and writing a literature review. Students will conduct a research project and present their findings to the instructor in a final paper.

CRJ 5133 Law Enforcement Administration

The transcendent theme of this course is decision making in law enforcement and community interaction; introducing broad conflict resolution skills along with problem solving and dispute resolution applied to conflicts between small groups and organizations. this course will introduce cornerstone theoretical and practical perspectives on ethical and legal solutions to law enforcement/community problems. Students are expected to actively participate in class by examining a minimum of three current problems in police/community engagement, applying best practices for resolution, and presenting written policy change by paper and presentation.

CRJ 5143 Corrections Administration

This course will provide an analysis of the United States Correctional System and its relationship to all aspects of the Criminal Justice System. Students will understand contemporary application of philosophical arguments regarding incarceration, retribution, deterrence, rehabilitation, and reintegration. Policy analysis and decision-making models for Federal, State, and local correctional systems are examined, with best practices for correctional professionals. Students will also participate in discussion and examination of the private, for-profit prison industry within the United States. Students will select a special philosophical argument or topic to examine in-depth using contemporary research methods and present findings in a final paper.

CRJ 5153 Crisis Command, Control, and Aftermath

This course will introduce the student to the phenomenon of crisis, and the various methods and techniques employed by criminal justice professionals in their efforts to respond to, contain, and de-escalate the various forms of chaos, mayhem, and disorder occurring in America. The major types of crises will be explored, including causative factors related to each, the various typologies of those involved, and psychosocial factors influencing their onset and escalation. A secondary goal will be to introduce the reader to the psychological effects of crisis on the criminal justice professionals who respond. Long-term effects, such as PTSD, and their diagnosis, treatment, and outlook will also be covered.

MHE | Healthcare Education Courses

MHE 5203 Introduction to Healthcare Service Systems

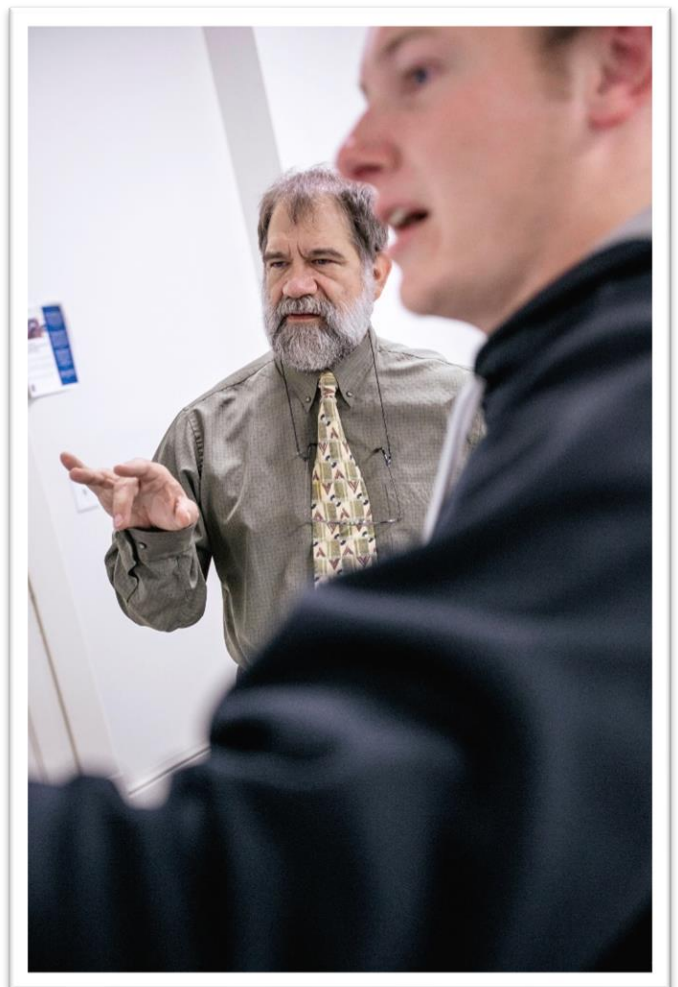
An introduction to the current status, trends, practices, and issues in the delivery of health services. Pre-requisite business core classes.

MHE 5213 (NUR 5341) Introduction to Health Policy and Management

The course will prepare individuals to organize and lead policy analysis; to confront the underlying values and ethics of policy analysis in their work; as well as develop and refine policy solutions through analysis and advocacy. Students will be encouraged to develop a “theory” or “philosophy” of policy analysis in the American democracy for their careers in the health care field or public health.

MHE 5243 Healthcare Financial Management

This course focuses on how to organize, interpret, and utilize accounting and economic principles needed to effectively manage health care resources in community and private health care organizations. In addition, the course explores healthcare policies that impact financial and organizational decisions that impact the delivery of health care services.



School of Education and Social Sciences

MASTER OF ARTS IN EDUCATIONAL LEADERSHIP

Our 36-hour Master of Arts in Educational Leadership, including Virginia licensure in Administration and Supervision Prek-12, is an online program (except for field experience and internship hours) providing courses that are designed to give teachers the skills they need to be effective school administrators.

The Master of Arts in Educational Leadership (MAEL) program curriculum reflects an emphasis on the Virginia Standards for Administration and Supervision and the Professional Standards for Educational Leaders Standards (PSEL) developed by the Council of Chief State School Officers in collaboration with the National Policy Board on Educational Administration (NPBEA). These standards help to strengthen preparation programs in school leadership. The Program in Educational Leadership uses the Virginia Standards for Administration and Supervision and PSEL standards as a requirement for student work and their learning portfolio.

Program Overview

Program Description

The program is designed for individuals with an active teaching license who currently teach in an accredited public or private school and wish to pursue a Virginia license in Administration and Supervision Prek-12. Bluefield University prepares educators for positions in the areas of administration and supervision elementary, middle, and high school principals, superintendents and assistant superintendents of school divisions, instructional supervisors, teacher leaders, and directors of special education and technology.

Program Goals

Bluefield University follows the Professional Standards for Educational Leaders Standards (PSEL) developed by the Council of Chief State School Officers in collaboration with the National Policy Board on Educational Administration (NPBEA). Our program goals are aligned with the Code of Virginia to require that initial licensure for principals and other school leaders, as determined by the State Board of Education, be contingent upon passage of the SLLA. These ten standards are aligned with each required course offering.

1. Mission, Vision, and Core Values - Effective educational leaders develop, advocate, and enact a shared mission, vision, and core values of high-quality education and academic success and well-being of each student.

2. Ethics and Professional Norms - Effective educational leaders act ethically and according to professional norms to promote each student's academic success and well-being.
3. Equity and Cultural Responsiveness - Effective educational leaders strive for equity of educational opportunity and culturally responsive practices to promote each student's academic success and well-being.
4. Curriculum, Instruction and Assessment - Effective educational leaders develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote each student's academic success and well-being.
5. Community of Care and Support for Students - Effective educational leaders cultivate an inclusive, caring, and supportive school community that promotes the academic success and well-being of each student.
6. Professional Capacity of School Personnel - Effective educational leaders develop the professional capacity and practice of school personnel to promote each student's academic success and well-being.
7. Professional Community for Teachers and Staff - Effective educational leaders foster a professional community of teachers and other professional staff to promote each student's academic success and well-being.
8. Meaningful Engagement of Families and Community - Effective educational leaders engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote each student's academic success and well-being.
9. Operations and Management - Effective educational leaders manage school operations and resources to promote each student's academic success and well-being.
10. School Improvement- Effective educational leaders act as agents of continuous improvement to promote each student's academic success and well-being.

Conceptual Framework

The Conceptual Framework for the Bluefield University administration and supervision licensure preparation program consists of the Professional Standards for Educational Leaders (PSEL), a set of ten standards with added learning objectives. Also, candidates in Virginia must pass version 6990 of the SLLA for licensure. All principal preparation programs in Virginia are accredited through the Council for the Accreditation of Educator Preparation Programs (CAEP). Virginia's state standards for principal preparation are competency-based. Therefore, our preparation program is driven by CAEP standards, PSEL standards, and state competencies.

The Conceptual Framework for the program is based on the following standards and documents: Council for the Accreditation of Educator Preparation Programs (CAEP), Virginia Competencies, Professional Learning Standards for Educational Leaders (PSEL), and the Mission, Vision, and Values of Bluefield University.

Admissions

Admission Requirements for the MAEL Program with licensure in Administration and Supervision Prek-12.

Requirements for Applicants for the Educational Leadership program:

1. Candidates must possess a bachelor's degree from a CHEA recognized accredited institution of higher education.
2. Candidates must complete a Master of Arts in Education Application for Admission.
3. Candidates must receive two positive responses from either the Bluefield University web-based reference forms or two letters of recommendation, both from individuals who have observed the applicant in a classroom or professional setting or have knowledge of their work ethic, academic abilities, and teaching proficiency.
4. Candidates must possess a cumulative grade point average of 2.75 or higher on a conferred degree.
5. Candidates must provide an official undergraduate transcript showing degree conferred and major completed.
6. Candidates must submit official transcripts showing any completed graduate coursework.
7. Candidates must have a valid professional teaching license. Candidates must provide a copy of the professional license – prospective candidates with a valid professional teaching license from the state of Virginia may choose to have their license verified via the Virginia Department of Education website instead of submitting a copy to Bluefield University.

Academic Policies

Virginia Licensure Requirements for the MAEL Program with licensure in Administration and Supervision Prek-12.

Candidates who complete the approved program in Administration and Supervision Prek-12 must also meet the following requirements in order to be eligible for Virginia Licensure in Administration and Supervision Prek-12:

1. Candidates must pass a school leader's assessment prescribed by the Virginia Board of Education for all individuals who are seeking an initial endorsement authorizing them to serve as principals and assistant principals in the public schools. Currently, the *School Leader Licensure Assessment (6990)* is the required assessment. Passing test scores must be sent to the School of Education and Social Sciences. Individuals seeking an initial administration and supervision endorsement who are interested in serving as central office instructional personnel are not required to take and pass the school leaders assessment prescribed by the Virginia Board of Education.
2. Candidates must have completed three years of successful, full-time experience in an accredited public or private school, in an instructional personnel position that requires licensure in Virginia.
3. Candidates must apply for the addition of the endorsement to their Virginia license. The fee for an initial Virginia license is \$100 for Virginia residents and \$150 for out-of-state residents.

Field Experiences for the MAEL Program with licensure in Administration and Supervision Prek-12.

Candidates enrolled in the Master of Arts in Educational Leadership, including Virginia licensure in Administration and Supervision Prek-12 will be required to complete a minimum of 320 clock hours in a public or accredited nonpublic school:

- 120 clock hours are embedded as experiential field-based opportunities in coursework.
- 200 clock hours will be completed in a deliberately structured and supervised internship.

The field experiences will be focused on student academic progress for all students and provide significant experiences within a school environment for candidates to synthesize and apply content knowledge and develop professional skills through school-based leadership experiences. The Virginia Department of Education requires candidates enrolled in Internship courses to complete hours at five different multiple sites, such as elementary, middle, high, central office, and agency, with diverse student populations. Candidates will be required to document a minimum of 320 clock hours, of which 120 clock hours are embedded as experiential field-based opportunities experienced during coursework.

Academic Standing for the MAEL Program with licensure in Administration and Supervision Prek-12.

In line with the academic policies of Bluefield University, satisfactory academic standing for the MAEL program will be determined by completion of three graduate semester hours per term with no grade below a C. Candidates in the MAEL Program with licensure in Administration and Supervision Prek-12 must maintain a minimum grade point average of 3.0 on a 4-point scale. If a student's GPA falls below 3.0 at the end of any semester, the student will not be allowed to continue in the program. In order to continue in the program, candidates must petition the Provost/Vice President of Academic Affairs, who will convene an ad-hock committee to decide the student's status in the program. If approved to continue in the program, the student must create a plan for completion to be approved by the dean of the School of Education and Social Sciences. Grading, grade appeals and grade changes will be consistent with the institution's existing academic policies and can be found in the Bluefield University Catalog.

Transfer Credits for the MAEL Program with licensure in Administration and Supervision Prek-12.

A maximum of 50 percent of the course hours required to earn a graduate degree may be transferred from an institution accredited by an accrediting body recognized by the Council for Higher Education Accreditation (CHEA) and the Department of Education. Transfer courses must be equivalent to courses in the program. Prerequisite coursework that does not count toward the graduate degree may not be transferred. Only courses with a grade of B or higher will transfer and the grades for transfer courses will not count in the Bluefield University grade point average. Individual colleges, schools, or programs may adopt more restrictive requirements.

Transfer credit for the MAEL program at Bluefield University must have been taken within the past five years. To receive transfer credit, the student must submit an official transcript, and if requested, a course syllabus and course description. All transfer credit is subject to approval by the Dean of the School of Education and Social Sciences. The School of Education and

Social Sciences and Bluefield University reserve the right to evaluate all transfer credit regarding its institutional standards. For Administration and Supervision Prek-12 licensure: candidates MUST take EDU 5053/5063 Internship and Action Research for Leadership parts one and two at Bluefield University.

Candidates already enrolled in the Bluefield University Master of Arts in Educational Leadership program should confer with their advisor prior to taking any courses at another institution to ensure those courses will be accepted at Bluefield University.

Graduate Program with Licensure in Administration and Supervision Prek-12 Records Policy

Records of Leadership candidates who have not completed an approved education program are retained for five years and are then destroyed. Complete records of Leadership licensure candidates who have completed an approved education program are retained for ten years. After that time, only a copy of the application for initial licensure is retained. The application packet for initial Virginia teacher licensure is forwarded to the appropriate office of the Virginia Department of Education in Richmond. The licensure candidate must sign a release to include the Bluefield University transcript and copies of the required test scores. No other copies of the mandated test scores are released. The licensure candidate is advised to make copies of these score reports in order to include them with applications for positions. Leadership licensure candidates are also advised to keep copies of recommendation forms and other materials since these cannot be released.

Opportunities to Take Graduate Courses While an Undergraduate

Undergraduate teacher licensure candidates who are seniors in the Teacher Education Program may be granted permission to take graduate classes in the Master of Arts in Educational Leadership program provided there are available seats in the course and provided that they meet the following requirements:

- Senior level status in the semester before student teaching or in student teaching
- Course load of 12-15 hours in the semester
- Overall grade point average of 3.50
- Successful completion of all required teacher license assessments
- Approval by the Dean of the School of Education and Social Sciences Required

If there are more eligible undergraduate teacher licensure candidates for the graduate program than there are available seats, eligible teacher licensure candidates will be ranked according to GPA, completion of assessments, additional endorsements, and academic minors.

Undergraduate students will be evaluated at the end of each semester to determine eligibility for the next semester. The School of Education and Social Sciences reserves the right to remove undergraduate students from MAEL courses at any time. Undergraduate students enrolled in a MAEL course are required to complete the same assignments and are held to the same standards as the graduate students enrolled in the course. MAEL course credits will not count towards the completion of a bachelor's degree.

Approval to take MAEL courses as an undergraduate student does not guarantee admission into the MAEL Program. Students

wishing to be admitted to the MAEL program after completing a bachelor's degree must apply to the program and meet all admission requirements. MAEL courses must be completed with a minimum grade of B (3.0) in order to be counted towards completion of the Master of Arts in Educational Leadership.

Program Outcomes

Students who successfully complete the Master of Arts in Educational Leadership will be able to:

1. Demonstrate a deep understanding of the teaching/learning process related to effectively teaching content to a variety of learners (Pedagogical Knowledge);
2. Apply pedagogical knowledge and skills in a caring and professional manner to help all students reach their optimal education goals (Caring Teaching Skills);
3. Use the knowledge of the rich diversity among people in terms of gender, race, socioeconomic status, ethnicity, culture, abilities, and individual differences to provide educational opportunities for all students (Diversity);
4. Effectively use a wide array of technological tools for teaching, communicating, and lifelong learning (Technology); and
5. Identify areas of need, seek solutions, and actively participate in strategies and programs that positively impact student achievement and behavior (Graduate Leadership Skills)

Degree Graduation Requirements

Graduation Requirements for the MAEL Program with licensure in Administration and Supervision Prek-12 include the completion of 36 required graduate hours of coursework, at least 18 of which must be earned at Bluefield University. Candidates MUST take EDU 5053/5063 Internship and Action Research for Leadership parts one and two at Bluefield University. Candidates for graduation will be required to have a grade point average of 3.0 or better.

Master of Arts in Educational Leadership (MAEL)

Degree Requirements	Credits
MAEL Requirements	36
Required for Graduation	36

MAEL Courses	Credits
EDU 5013 Intro to Principalship & Fiscal Leadership	3
EDU 5023: Equity, Leadership, and Engagement in the School and Community	3
EDU 5033 School Law and Ethical Practices	3
EDU 5043 Theories of Educational Leadership	3
EDU 5053 Internship and Action Research in Leadership Part I	3
EDU 5063 Internship and Action Research in Leadership Part II	3
EDU 5123 Education and Society	3
EDU 5133 Foundations of Special Education	3
EDU 5143 Leading Trauma Sensitive Schools	3
EDU 5213 Assessment and Evaluation for Student Growth	3

EDU 5233 Understanding and Implementation of Curriculum	3
EDU 5243 Social-Emotional Learning in the Restorative Classroom	3
MAEL Total:	36

Completion Sequence – MA Educational Leadership

Semester 1 (Fall)		Semester 2 (Spring)	
EDU 5233	3	EDU 5243	3
EDU 5213	3	EDU 5023	3
Total	6	Total	6
Semester 3 (Summer)			
		EDU 5123	3
		EDU 5033	3
		Total	6
Semester 4 (Fall)		Semester 5 (Spring)	
EDU 5013	3	EDU 5143	3
EDU 5043	3	EDU 5053	3
		EDU 5063	3
Total	6	Total	9
Total		36	

- A bachelor’s degree from a CHEA recognized accredited institution of higher education.
- A cumulative grade point average of 2.75 or higher on conferred degree.
- Official undergraduate transcript showing degree conferred and major completed must be provided.
- Official transcripts showing any completed graduate coursework must also be provided.
- A valid professional teaching license.
- A copy of the professional license must be provided.
- Prospective students with a valid professional teacher license from the state of Virginia may choose to have their license verified via the Virginia Department of Education website instead of submitting a copy to Bluefield University.
- Prospective students who do not have a valid teaching license, but who have the credentials for teaching in their chosen career, may be considered if the graduate coursework is mutually determined to be beneficial to their performance in that career.
- Prospective students who wish to take courses in the program to renew their teaching license should provide a copy of their expired license.
- Two positive responses from either the Bluefield University web-based reference forms or two letters of recommendation, both from individuals who have observed the applicant in a classroom or professional setting or have knowledge of their work ethic, academic abilities, and teaching proficiency.
- Pre-self-assessment of professional temperament and performance completed.
- A completed Master of Arts in Education application for admission.

MASTER OF ARTS IN EDUCATION

Master of Arts in Education: Curriculum and Instruction

The Bluefield University School of Education and Social Sciences has a history of more than 40 years of graduating highly qualified and successful classroom teachers in the undergraduate teacher licensure programs. The 30-hour Master of Arts in Education (MAEd) degree with a specialization in Curriculum and Instruction is built on that successful history and expands those concepts into a program that is intended to provide educators with advanced knowledge and skills to make a greater difference in the educational success of their students. The degree is structured to enhance classroom teaching skills in planning, developing, implementing and evaluating instructional programs while also learning more about teaching theories and trends, incorporating trauma informed care into classroom management and teaching strategies, tactics for success in diverse classrooms, strategies for teaching with technology, and more. The MAEd program is an online program (except for the final Action Research presentation on campus). Licensed teachers, individuals with an inactive teaching license wishing to earn credits for renewal, individuals teaching on a provisional license wishing to complete required courses, and senior level undergraduate students who meet the required criteria may apply to the Master of Arts in Education (MAEd).

Admissions

The MAEd Program

Admission to the MAEd program is limited to candidates capable of performing on the graduate level. Applicants must have the following:

Academic Policies

Opportunities to Take Graduate Courses While an Undergraduate

Undergraduate teacher licensure candidates who are seniors in the Teacher Education Program may be granted permission to take graduate classes in the Master of Arts in Education program provided there are available seats in the course and provided that they meet the following requirements:

- Senior level status in the semester before student teaching or in student teaching
- Course load of 12-15 hours in the semester
- Overall grade point average of 3.50
- Successful completion of all required teacher license assessments
- Approval by the Dean of the School of Education and Social Sciences Required

If there are more eligible undergraduate teacher licensure candidates for the graduate program than there are available seats, eligible teacher licensure candidates will be ranked according to GPA, completion of assessments, additional endorsements, and academic minors.

Undergraduate students will be evaluated at the end of each semester to determine eligibility for the next semester. The School of Education and Social Sciences reserves the right to remove undergraduate students from MAEd courses at any time.

Undergraduate students enrolled in a MAEd course are required to complete the same assignments and are held to the same standards as the graduate students enrolled in the course.

MAEd course credits will not count towards the completion of a bachelor's degree.

Approval to take MAEd courses as an undergraduate student does not guarantee admission into the MAEd Program. Students wishing to be admitted to the MAEd program after completing a bachelor's degree must apply to the program and meet all admission requirements. MAEd courses must be completed with a minimum grade of C (2.0) in order to be counted towards completion of the Master of Arts in Education.

Academic Standing for the MAEd Program

In line with the academic policies of Bluefield University, satisfactory academic standing for the MAEd program will be determined by completion of three graduate semester hours per term with no grade below a C. Students must maintain a minimum grade point average of 2.75 on a 4-point scale. If a student's GPA falls below 2.75 at the end of any semester, the student will not be allowed to continue in the program. In order to continue in the program, students must petition the Provost/Vice President of Academic Affairs, who will convene an ad-hock committee to decide the student's status in the program. If approved to continue in the program, the student must create a plan for completion to be approved by the Dean of the School of Education and Social Sciences. Grading, grade appeals and grade changes will be consistent with the institution's existing academic policies and can be found in the Bluefield University Catalog.

Transfer Credits

A maximum of 50 percent of the course hours required to earn a graduate degree may be transferred from an institution accredited by an accrediting body recognized by the Council for Higher Education Accreditation (CHEA) and the Department of Education. Transfer courses must be equivalent to courses in the program. Prerequisite coursework that does not count toward the graduate degree may not be transferred. Only courses with a grade of B or higher will transfer and the grades for transfer courses will not count in the Bluefield University grade point average. Individual colleges, schools, or programs may adopt more restrictive requirements.

Transfer credit for the MAEd programs at Bluefield University must have been taken within the past five years. To receive transfer credit, the student must submit an official transcript, and if requested, a course syllabus and course description. All transfer credit is subject to approval by the Dean of the School of Education and Social Sciences. The School of Education and Social Sciences and Bluefield University reserve the right to evaluate all transfer credit regarding its institutional standards.

Candidates already enrolled in the Bluefield University Master of Arts in Education: Curriculum and Instruction program should confer with their advisor prior to taking any courses at another institution to ensure those courses will be accepted at Bluefield University.

Graduation Requirements for the MAEd Program

The graduation requirements for the MAEd program include the completion of 30 required graduate hours of coursework, at least 15 of which must be earned at Bluefield University. Candidates for

graduation will be required to have a grade point average of 2.75 or better.

In addition to the 30 hours of required coursework, students will be required to complete a self-assessment of professional temperament and performance as well as a final research project requiring an oral presentation on campus and a scholarly paper. Scores on rubrics must be 3 or above on a 5-point scale to satisfy requirements.

Graduate Program Records Policy

Records of students who have not completed requirements for the graduate program are retained for five years and are then destroyed. Complete records of students who have completed a Master of Arts in Education are retained for ten years and are then destroyed other than transcripts which are retained permanently in the Office of the Registrar.

Program Outcomes

Students who successfully complete the Master of Arts in Education will be able to:

1. Demonstrate a deep understanding of one or more content area specialties (Subject Matter Knowledge);
2. Demonstrate a deep understanding of the teaching/learning process related to effectively teaching content to a variety of learners (Pedagogical Knowledge);
3. Apply pedagogical knowledge and skills in a caring and professional manner to help all students reach their optimal education goals (Caring Teaching Skills);
4. Use the knowledge of the rich diversity among people in terms of gender, race, socioeconomic status, ethnicity, culture, abilities, and individual differences to provide educational opportunities for all students (Diversity);
5. Effectively use a wide array of technological tools for teaching, communicating, and lifelong learning (Technology);
6. Demonstrate a disposition to continually improve as a teacher and as a reflective learner (Reflective Practice);
7. Identify, locate, analyze, apply, and present research literature as well as original research studies that ultimately improve student learning (Graduate Research); and
8. Identify areas of need, seek solutions, and actively participate in strategies and programs that positively impact student achievement and behavior (Graduate Leadership Skills)

Degree Graduation Requirements

The Master of Arts in Education program requires 30 credit hours to graduate.

Master of Arts in Education

Degree Requirements	Credits
MAED Requirements	30
Required for Graduation	30

MAED Courses	Credits
EDU 5113 Advanced Educational Psychology	3
EDU 5123 Education and Society	3
EDU 5133 Foundations of Special Education	3
EDU 5143 Leading Trauma Sensitive Schools	3
EDU 5213 Assessment & Evaluation for Student Growth	3
EDU 5233 Understanding and Implementation of Curriculum	3
EDU 5243 Social-Emotional Learning in the Restorative Classroom	3
EDU 5323 Research in Education	3
EDU 5043 Theories of Educational Leadership	3
EDU 5343 Action Research in Education	3
MAEL Total:	30

Completion Sequence – Master of Arts in Education

Semester 1 (Fall)		Semester 2 (Spring)	
EDU 5233	3	EDU 5133	3
EDU 5213	3	EDU 5243	3
Total	6	Total	6
Semester 3 (Summer)			
		EDU 5123	3
		EDU 5113	3
		Total	6
Semester 4 (Fall)		Semester 5 (Spring)	
EDU 5323	3	EDU 5343	3
EDU 5043	3	EDU 5143	3
Total	6	Total	6
Total		30	

MASTER OF ARTS IN EDUCATION IN TEACHING HEALTH SCIENCES

In coordination with the College of Sciences, the School of Education and Social Sciences at Bluefield University also offers the Master of Arts in Education (MAEd) degree in Teaching Health Sciences.

This 30-hour master’s program is designed such that students can choose to pursue either a Secondary Education or College Education track. Graduate students will take 18 credit hours in the content area (Health Sciences) and 12 credit hours in Education curriculum. This will prepare those students pursuing secondary education to apply for a job with a provisional license (teaching certification would require additional coursework). Students interested in teaching at the college level will have met the minimum credentials required by accrediting bodies and would be highly qualified to teach at community colleges.

In addition, this program will provide those students who successfully complete the MABS fall semester and do not wish for various reasons to complete the MABS spring semester and

to instead enter education to complete the MAED in 12 months. Students who wish to teach in biomedical sciences in a health sciences program can potentially earn the MABS and MAED within 18 months of enrolling at Bluefield University.

Admissions

The MATHS Program

Admission to the MATHS program is limited to candidates capable of performing on the graduate level. Applicants must have the following:

- A bachelor’s degree from a CHEA recognized accredited institution of higher education.
- A cumulative grade point average of 2.75 or higher on conferred degree.
- Official undergraduate transcript showing degree conferred and major completed must be provided.
- Official transcripts showing any completed graduate coursework must also be provided.
- A valid professional teaching license.
- A copy of the professional license must be provided.
- Prospective students with a valid professional teacher license from the state of Virginia may choose to have their license verified via the Virginia Department of Education website instead of submitting a copy to Bluefield University.
- Prospective students who do not have a valid teaching license, but who have the credentials for teaching in their chosen career, may be considered if the graduate coursework is mutually determined to be beneficial to their performance in that career.
- Prospective students who wish to take courses in the program to renew their teaching license should provide a copy of their expired license.
- Two positive responses from either the Bluefield University web-based reference forms or two letters of recommendation, both from individuals who have observed the applicant in a classroom or professional setting or have knowledge of their work ethic, academic abilities, and teaching proficiency.
- Pre-self-assessment of professional temperament and performance completed.
- A completed Master of Arts in Education application for admission.

Academic Standing for the MATHS Program

In line with the academic policies of Bluefield University, satisfactory academic standing for the MATHS program will be determined by completion of three graduate semester hours per term with no grade below a C. Students must maintain a minimum grade point average of 2.75 on a 4-point scale. If a student’s GPA falls below 2.75 at the end of any semester, the student will not be allowed to continue in the program. In order to continue in the program, students must petition the Provost/Vice President of Academic Affairs, who will convene an ad-hock committee to decide the student’s status in the program. If approved to continue in the program, the student must create a plan for completion to be approved by the Dean of the School of Education and Social Sciences. Grading, grade appeals and grade changes will be consistent with the institution’s existing academic policies and can be found in the Bluefield University Catalog.

Transfer Credits

A maximum of 50 percent of the course hours required to earn a graduate degree may be transferred from an institution accredited by an accrediting body recognized by the Council for Higher Education Accreditation (CHEA) and the Department of Education. Transfer courses must be equivalent to courses in the program. Prerequisite coursework that does not count toward the graduate degree may not be transferred. Only courses with a grade of B or higher will transfer and the grades for transfer courses will not count in the Bluefield University grade point average. Individual colleges, schools, or programs may adopt more restrictive requirements.

Transfer credit for the MAEd programs at Bluefield University must have been taken within the past five years. To receive transfer credit, the student must submit an official transcript, and if requested, a course syllabus and course description. All transfer credit is subject to approval by the Dean of the School of Education and Social Sciences. The School of Education and Social Sciences and Bluefield University reserve the right to evaluate all transfer credit regarding its institutional standards.

Candidates already enrolled in the Bluefield University Master of Arts in Education: Teaching Health Sciences program should confer with their advisor prior to taking any courses at another institution to ensure those courses will be accepted at Bluefield University.

Graduation Requirements for the MAEd Program

The graduation requirements for the MAEd program include the completion of 30 required graduate hours of coursework, at least 15 of which must be earned at Bluefield University. Candidates for graduation will be required to have a grade point average of 2.75 or better.

Master of Arts in Teaching Health Sciences

Degree Requirements	Credits
MATHS Core Requirements	14
Secondary or College Education Track	4
Education Courses	12
Required for Graduation	30

MATHS Core Courses	Credits
BMS 5920 Research and Biostats	3
BMS 5512 Field Experience	2
BMS 5616 Medical Anatomy	3
BMS 5718 Cell Physiology	3
BMS 5104 Biochemistry	3
MATHS Total:	14

Secondary Education Track*	Credits
BMS 5240 Nutrition (3 credits)	3
BMS 5312 Genetics (2 credits)	2
BMS 5818 Microbiology (3 credits)	3
BMS 5251 Community Health (1 credit)	1
Secondary Education Total Required:	4

College Education Track*	Credits
BMS 5240 Nutrition (3 credits)	3
BMS 5719 Neuroscience (2 credits)	2
BMS 5410 Histology/Embryology (4 credits)	4
College Education Total Required:	4

*Choose a minimum of 4 elective hours

Education Courses**	Credits
EDU 5113 Advanced Education Psychology	3
EDU 5123 Education and Society	3
EDU 5133 Foundations of Special Education	3
EDU 5143 Leading Trauma Sensitive Schools	3
EDU 5213 Assessment & Evaluation for Student Growth	3
EDU 5233 Understanding and Implementation of Curriculum	3
EDU 5243 Social-Emotional Learning in the Restorative Classroom	3
MATHS Total:	12

**Choose 12 credits

Completion Sequence – Master of Arts in Teaching Health Sciences

Semester 1	Semester 2
BMS 5104	3 BMS 5718
BMS 5616	3 BMS 5512
BMS 5920	3 EDU 5133 or EDU 5143
Track Elective	2 EDU 5243
	2 Track Elective
Total	11 Total 13

Summer	Credits
EDU 5123	3
EDU 5113	3
Total	6

Total	30
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CERTIFICATE IN TEACHING HEALTH SCIENCES

The Certificate in Teaching Health Sciences is offered online through Bluefield University’s School of Education as part of the Master of Arts in Education program. Embodying the University’s vision of preparing innovative learners and transformational leaders in education to impact the world, the biomedical sciences graduate will expand their skills as teachers in health sciences, by advancing their clinical expertise through teaching practice and by preparing for Leadership roles in Academic Medicine and/or Academic Health Sciences.

Certificate in Teaching Health Sciences

Certificate Requirements	Credits
EDU 5143 Leading Trauma Sensitive Schools	
EDU 5233 Understanding & Implementation of Curriculum	

EDU 5213 Assessment & Evaluation for Student Growth
EDU 5323 Research in Education
EDU 5263 Teaching Health Sciences Practicum
Choose <i>one</i> course from the following:
EDU 5133 Foundations of Special Education
EDU 5043 Theories of Educational Leadership
EDU 5243 Social-Emotional Learning in the Restorative Classroom

Required for Graduation **18**

EDU | Graduate Education Courses

EDU 5013 Introduction to Principalship and Fiscal Leadership

Candidates will examine the role and responsibilities of the principal as a leader in the elementary, middle, and/or secondary school, analyzing the processes, organization, and functional context of educational administration. Theories, principles, and practices applicable to the leadership practices as well as key organizational components of schools will be emphasized. The field experience involves 20 hours outside of their regular work duties.

EDU 5023: Equity, Leadership, and Engagement in the School and Community

Candidates will investigate the importance of school reform and addressing issues related to school equity. Candidates will create practical, detailed strategies for building a more inclusive school community where all children can achieve at high levels. Candidates will explore best practices in family and community engagement to promote open-dialogue and strengthen stakeholder relationships. Candidates will examine case-studies involving schools, districts, classrooms, and community-based organizations and what they are doing to promote excellence through equity and inclusion. Particular emphasis is placed on a leader’s skills in the areas of communication, team building, and conflict management. The field experiences development of a school and community equity plan and a comprehensive parent involvement plan. The field experience involves 20 - 25 hours outside of their regular work duties.

EDU 5033 School Law and Ethical Practices

Candidates study school law, policies, and governance issues as related to public education including the dynamics of ethical decision-making, policy development, and advocacy for public education at all levels of representative government. The field experiences include reviewing district policies, interviewing a school leader and a school district’s attorney, reviewing a policy manual, planning and conducting professional development on changing legal issues, and reviewing teacher contracts. The field experience involves 20 hours outside of their regular work duties.

EDU 5043 Theories of Educational Leadership

Candidates will consider the significant theories of educational management and how they align with models of leadership theory. Particular emphasis will be placed on how these theories link with current policy and practice. The relationship between theory and decision-making, communication, leadership, climate, power, conflict, change, morale, and motivation will be included. This course will provide students with a knowledge and understanding of classical theories of the general field of education and administration with an emphasis on leadership and managerial theory as applicable in and to a wide variety of

organizational settings. The course assumes that leadership is a learnable, observable set of traits with candidates learning to observe, study, and reflect on the habits and decisions of effective school leaders. The field experience involves 20 hours outside of their regular work duties.

EDU 5053: Internship & Action Research for Leadership Part I

The Virginia Department of Education requires candidates enrolled in Internship courses to complete hours at five different multiple sites, such as elementary, middle, high, central office, and agency, with diverse student populations. The internship will be focused on learning for all students and leading and/or participating in collaborative activities with others such as peers, colleagues, teachers, administrators, community organizations, and parents; The internship will occur in a public school or accredited nonpublic school. This course also provides candidates with the opportunity to experience the intersection of theory and practice in a school setting with accomplished education leaders and administrators. In part I of the internship candidates will examine the use of educational research and demonstrate understanding of qualitative, quantitative and/or mixed methods research methodologies. Candidates are assigned problem-based activities supported by the Bluefield University School of Education and Social Sciences’ Engage/Apply/Reflect conceptual framework and Virginia Standards for Administration and Supervision and the Professional Standards for Educational Leaders Standards (PSEL) developed by the Council of Chief State School Officers in collaboration with the National Policy Board on Educational Administration (NPBEA). This course provides opportunities for special topic seminars, action research, and development of specific competencies and skills at a select school and other sites. This part of the internship has a minimum 100-hour field experience.

EDU 5063: Internship & Action Research for Leadership Part II

PR: The School Leaders Licensure Assessment (Test Code: 6990) must be passed before beginning this course. The Virginia Department of Education requires candidates enrolled in Internship courses to complete hours at five different multiple sites, such as elementary, middle, high, central office, and agency, with diverse student populations. The internship will be focused on learning for all students and leading and/or participating in collaborative activities with others such as peers, colleagues, teachers, administrators, community organizations, and parents; The internship will occur in a public school or accredited nonpublic school. This course also provides candidates with the opportunity to experience the intersection of theory and practice in a school setting with accomplished education leaders and administrators. In part II of the internship candidates will demonstrate understanding of how to employ data analysis and evidence to develop supportive school environments.

Candidates are assigned problem-based activities supported by the Bluefield University School of Education and Social Sciences’ Engage/Apply/Reflect conceptual framework and Virginia Standards for Administration and Supervision and the Professional Standards for Educational Leaders Standards (PSEL) developed by the Council of Chief State School Officers in collaboration with the National Policy Board on Educational Administration (NPBEA). This course provides opportunities for special topic seminars, action research, and development of specific competencies and skills at a select school and other

sites. This part of the internship has a minimum 100-hour field experience.

EDU 5113: Advanced Educational Psychology

This course is an advanced study of the physical, emotional, social, and cognitive characteristics, in addition to speech and language development, of Pre-K-12 students; principles of learning theories will be examined as they apply to teaching, learning, motivation, and classroom environment. Prerequisite: PSY 1013 Introduction to Psychology or EDU 2003 Human Growth and Development for Education.

EDU 5123: Education and Society

This course focuses on the ever-changing landscape of education. Candidates will develop an understanding of the historical, philosophical, and sociological foundations underlying the role, development, and organization of public education in the United States using research in current events to analyze modern education structures given their foundations. Candidates will develop an understanding of the processes of educational policy development and identify and demonstrate strategies for influencing educational policy development at the state, local, and school level.

EDU 5133: Foundations of Special Education

This course centers on knowledge of the foundation for educating students with disabilities, including historical perspective, characteristics of children and youth with disabilities, the influence of family and community, ethical issues, and standards of professional behavior. Students will also gain an understanding and application of the legal aspects, regulatory requirements, and expectations associated with the identification, education, and evaluation of students with disabilities.

Leadership candidates will review the approaches, models, legal bases, critical issues and administrative practices as they apply to effective supervision and administration of special education programs and personnel. The field experiences involve attending IEP meetings, examining the effectiveness of IEP meetings, observing in a special education classroom, interviews with a principal and special education supervisor, analyzing various processes as they pertain to special education, and developing a list of community resources/agencies that provide services to parents of children with disabilities. The field experience involves 20 hours outside of their regular work duties.

EDU 5143: Leading Trauma Sensitive Schools

This course is designed for school and district leaders, leadership candidates, and teachers who are interested in adopting a trauma-sensitive approach to the school and classroom. Schools play a significant role in supporting the health and well-being of children and youth, including those affected by traumatic experiences. This course addresses understanding trauma and its impact on learning and development. Candidates will explore the prevalence of trauma, neuroscience of trauma, and the intersection of inequality and trauma. Candidates will learn how to apply trauma-sensitive approaches using a research-based framework to support all school personnel in recognizing and responding to student needs. This course is designed for school and district leaders, leadership candidates, and teachers who are interested in adopting a trauma-sensitive approach to the school and classroom.

EDU 5213: Assessment and Evaluation for Student Growth

This course focuses on the relationships among assessment, instruction, monitoring student progress, and student performance measures in grading practices. Students will construct and interpret valid assessments using a variety of formats in order to measure student attainment of essential skills in a standards-based environment. Students will also analyze assessment data to make decisions about how to improve instruction and student performance.

EDU 5233: Understanding and Implementation of Curriculum

The course is an advanced application course to guide Pre-K-12 and 6-12 teachers and administration and supervision candidates through the design, implementation, and assessment of a standards-based curriculum from the analysis of standards, creation of assessments, design and delivery of instruction. In order to understand the contextual considerations of instructional design and implementation the course also examines the changing needs of students in the context of best instructional practices and philosophies of education.

EDU 5243: Social-Emotional Learning in the Restorative Classroom

Every school has students who encounter adversity. This course explores the basic principles, theories, and models of restorative practices. Candidates will explore how restorative learning environments provide opportunities for social and emotional learning (SEL) in any educational setting. Candidates will learn to develop implementation plans to use restorative practices and techniques at both the school and classroom levels. Candidates will review the research behind social and emotional learning, and how it connects with student achievement and behavior. The field experiences include the examination of student discipline referrals, evaluating the school's discipline plan, developing positive and proactive classroom management techniques, determining trends in occurrences of student misbehavior, discussing these trends with team/level peers and the development of school-wide discipline procedures. The field experience involves 20 to 25 hours outside their regular work duties.

EDU 5323: Research in Education

In this course, students will examine educational research (both qualitative and quantitative) and statistical methods in light of current research on effective teaching, school practices, and data-driven decision making. Candidates locate, read, and critique research and develop a research proposal relative to important classroom and school issues which will be applied when completing their culminating research project in the research class following this course.

EDU 5343: Action Research in Education

Candidates identify a specific classroom, school, or community-based educational problem, then design and conduct a research project written in formal academic APA style that addresses the candidate's integration of the professional knowledge and the School of Education and Social Sciences' conceptual framework in the non-thesis graduate program. The project is completed independently in consultation with a project advisor. (Candidates must be eligible to graduate in the subsequent academic term.) Prerequisite: EDU 5323 Research in Education

MASTER OF ARTS IN COUNSELING

The Master of Arts in Counseling, a 60-hour program, features two tracks of study, School Counseling and Clinical Mental Health Counseling. Our program employs a cohort model and hybrid delivery of both online and on-campus intensives to integrate knowledge, skills, and experiences of students and faculty. Hybrid delivery allows for personal time with faculty and student colleagues and provides opportunities for experiential learning and collaborative projects. After completing the 60-hour educational requirement, graduates will be eligible to pursue licensure as Professional School Counselors or begin residency hours to become Licensed Professional Counselors.

New cohorts include full-time, half-time, and part-time options and will begin each fall semester. Limited admissions occur during spring and summer semesters. Classes will follow the 16-week traditional semester. Additionally, students attend 3 weekends of intensive instruction each semester to promote experiential learning, foster discussion, complete collaborative projects, and conduct research with cohort members; summer courses will offer a modified intensive schedule commensurate with the course offering. The Bluefield University Counseling Program curriculum adheres to the Council for Accreditation of Counseling & Related Educational Programs (CACREP) standards. The curriculum builds on established research and theories, fosters a climate of critical thinking and ethical deliberation, and collaborates with other academic entities.

Synchronous Virtual Class Meetings and Intensives

Synchronous virtual class meetings are scheduled in some courses. Attendance and participation are required. Students who fail to attend may result in a grade reduction or repeat of a course.

Intensives are offered three times per semester during Fall and Spring. Attendance and participation at intensives are required. Students who fail to attend may result in a grade reduction or repeat of a course.

Mission

Bluefield University is committed to developing highly skilled counselors to excel as community leaders, advocates, and practitioners who foster the well-being of society.

Core Beliefs

Becoming a counselor is a developmental process that focuses on the integration of theory, skills, professional behavior, and dispositions. As a program of quality, we believe in:

- Creating a strength-based learning community that focuses on individualized development by demonstrating respect and acknowledging student's inherent worth;
- Building a culture of accountability in which students demonstrate high professional standards for ethical behavior;
- Training culturally responsive counselors to work in diverse settings, with diverse clients, and to advocate for underserved clients;
- Consideration of lived experiences and the impact of crises, disasters, chronic stress, and trauma across the lifespan;

- Cultivating collaboration between students and faculty to be change agents for individuals, families, social and institutional systems, and the counseling profession;
- Promoting academic and clinical excellence by cultivating servant leadership among students in support of Bluefield University's mission;
- Being good consumers of research, including the use of research to inform counseling practice;
- Demonstrating excellence in teaching, research, and service;
- Recruiting and retaining a diverse faculty and students;

Program Objectives

Upon completion of the counseling program:

- Students will demonstrate foundational knowledge in each of the eight CACREP core curricular areas.
- Students will demonstrate the ability to effectively apply theory and techniques in developing a strong working alliance with students/clients.
- Students will effectively understand and address professional, ethical, and legal issues using appropriate decision-making processes.
- Students will be knowledgeable and thoughtful about multicultural aspects of the helping process and to be skillful in the art and science of counseling culturally diverse populations.
- Students will demonstrate knowledge, identity, and appreciation of professional associations and active professional memberships for personal and professional growth.
- Students will demonstrate important dispositions relevant to their work in counseling – including their ability to work collaboratively with others, acceptance of divergent points of view, the ability to receive, give, and integrate feedback and a developed sense of self-awareness regarding their own skills and talents.
- Students in the Clinical Mental Health Track will acquire knowledge and skills related to the operation of mental health services including public mental health policy, finances, regulatory processes, mental health service delivery systems, clinical mental health counseling services networks and advocacy
- Students in the School Counseling Track will acquire the knowledge and skills required for the functions of a school counselor who advocates for students. This includes counseling, coordinating, consulting, case management and design of a program that includes the curriculum, individual planning, responsive services, and system support.

Program Accreditation

Bluefield University is currently pursuing accreditation through the Council for Accreditation of Counseling & Related Educational Programs (CACREP). The program follows the CACREP 8 Core Standards of a) introduction to professional counseling orientation and ethical practice, b) social and cultural diversity, c) human growth and development, d) career development, e) helping relationships, f) group work, g) assessment, and h) research and program evaluations.

Accreditation signifies that the curricula and instructional methods adhere to a rigorous set of national standards for excellence. Some employers and doctoral programs give

preference to candidates graduating from CACREP accredited programs. Research shows CACREP graduates perform better on the National Counselor Examination for Licensure and Certification (NCE) and in Virginia, graduation from a CACREP program can streamline the Professional Licensure process. Students should be aware that because the curriculum is governed by CACREP standards, the faculty may not be at liberty to alter its content and sequence. For more information on CACREP: www.cacrep.org

All graduates will complete the full 60 credit hours of coursework, regardless of full time, half-time, or part-time status.

Bluefield University is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award associate, baccalaureate, and master's degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the accreditation of Bluefield University.

In addition, the School Counseling track within the MA in Counseling has been reviewed by the Virginia Department of Education (VDOE) and was approved.

Admissions

Admission to the Counseling Program will be competitive and limited to candidates capable of performing on the graduate level. Applicants to the program must submit evidence of the following:

- Bachelor's degree from an accredited college or university with a 3.0 grade point average (GPA) or 2.5 - 2.99 GPA for provisional admission status;
- Official undergraduate transcript showing degree conferred and major completed;
- Official transcripts showing any completed graduate coursework;
- Application forms;
- A Personal Statement: should include a description of the experiences that led you to pursue this degree as well as your career goals. The statement should also include your perceived aptitude for forming effective and culturally relevant interpersonal relationships with clients. Culture is defined broadly and includes ability/disability status, ethnicity, race, religion/spirituality, gender, gender identity, sexual orientation, marital/partnership status, and socioeconomic status. Please comment on your experience with diverse populations in your personal statement. Personal Statements should consider aspects of professionalism and address ability to commit to the rigor of a professional development graduate level program;
- Three Bluefield University graduate reference forms completed by instructors or professional references addressing the student's potential for graduate study in education;
- Current Resume/CV;
- Eligibility for readmission (or in good standing) at the last college or university attended;
- Personal Interview is required. Once all applications are reviewed by the Counseling Program faculty, selected applicants may be invited to interview.

Additionally, selected applicants must participate in a group interview with the Counseling Faculty.

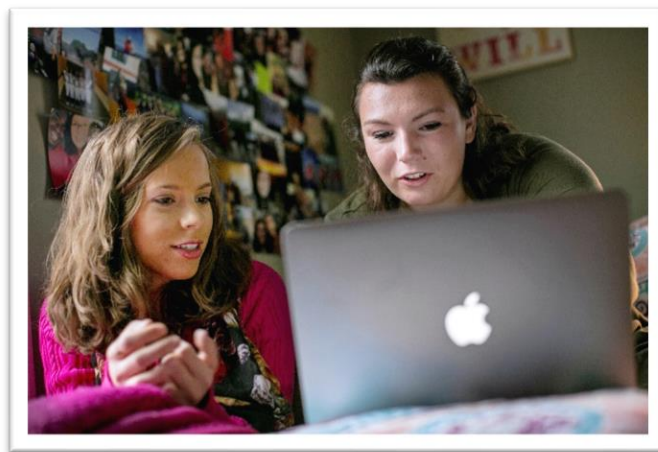
Admissions decisions are made based on an overall evaluation of all stated criteria. Students who minimally meet the criteria for admission may be invited for an interview with program faculty. The purpose of the interview is to obtain additional information in order to make an informed decision. Failure to meet minimum criteria in one area will not necessarily be cause for admissions rejection.

Provisional Admission:

Students who do not meet full admission requirements may be admitted provisionally on a case-by-case basis as determined by the Program Director of Counseling. Provisional admittance may limit the number of credit hours in which a student may enroll. Upon the completion of 12 credit hours with a 3.0 GPA, a student will be fully admitted into the program. Students who do not meet this requirement will be withdrawn.

Non-Degree-Seeking Students

An individual who wishes to take graduate courses without formal admission to a degree program is classified as a non-degree-seeking student. In courses where enrollment is limited, first priority is given to students admitted to the program, followed by other Bluefield graduate degree-seeking students. Non-degree-seeking students are not exempt from any prerequisite that may be specified for a course. A non-degree-seeking student who is later admitted as a degree-seeking student will not be allowed to apply toward a degree more than six credits earned as a non-degree-seeking student. In order to enroll in graduate courses as a non-degree-seeking student, students must have graduated (or be in final term expecting to graduate) from a CHEA recognized accredited college or university or its equivalent.



Opportunities to Take Counseling Courses While an Undergraduate

Bluefield University undergraduate students who are seniors may be granted permission to take one graduate class per semester (max of 12 credit hours) in the Master of Arts in Counseling program provided there are available seats in the course and if they meet the following requirements:

- Senior level status
- Overall grade point average of 3.00
- Maximum course load of 15 credit hours in undergraduate courses

- Approval by the Program Director of Counseling Required

Undergraduate students who are interested in taking a Counseling Graduate course must submit the following items for review to the Program Director of Counseling:

- Letter of interest stating career goals and interest in counseling
- Unofficial copy of Bluefield University transcript (must show overall GPA)
- Letter of reference from a faculty member in student's major area addressing the ability of student to complete work at the graduate level

The courses available to undergraduate students are limited to the following:

- CED 5003 Orientation to Professional Counseling & Ethics
- CED 5013 DSM Applications in Counseling
- CED 5323 Research
- CED 5043 Lifespan Development
- CED 5053 Career Development

Undergraduate students will be evaluated at the end of each semester to determine eligibility for the next semester. The Counseling program reserves the right to remove undergraduate students from CED courses at any time.

Undergraduate students enrolled in a CED course are required to complete the same assignments and are held to the same standards as the graduate students enrolled in the course.

Counseling course credits will not count towards the completion of a bachelor's degree.

Approval to take Counseling courses as an undergraduate student does not guarantee admission into the Counseling Program. Students wishing to be admitted to the Counseling program after completing a bachelor's degree must apply to the program and meet all admission requirements. CED courses must be completed with a minimum grade of B (3.0) in order to be counted towards completion of the Master of Arts in Counseling.

Academic Policies

Academic Standing for the Counseling Program

Academic Standing for the Counseling Program are consistent with the academic policies of Bluefield University. Satisfactory academic standing for the Counseling program will be determined by completion of 6 graduate semester hours or greater per term with no grade below a B. Students must maintain a minimum grade point average of 3.0 on a 4-point scale. If a student's GPA falls below 3.0 at the end of any semester, the student will not be allowed to continue in the program. In order to continue the program, candidates must petition the Provost, who will convene an ad hoc committee to decide the student's status in the program. If approved to continue in the program, the student must create a plan for completion to be approved by the Dean of the School of Education and Social Sciences.

Grading, grade appeals, and grade changes will be consistent with the institution's existing academic policies and can be found in

the Bluefield University Academic Catalog
<https://www.bluefield.edu/academics/academic-resources/>.

Academic Appeal Process

Students have the right to appeal any action placing them on Academic Suspension. A decision to readmit is made only when a student presents compelling evidence that he or she can perform academically at a level needed to graduate from Bluefield University. An appeal must be made by the student in writing by using the academic appeal form and directing it to the Academic Appeals Committee. The form is available online in MyBU or through the Academic Affairs Office.

The academic appeal form should be emailed to: academics@bluefield.edu. The Academic Appeals Committee will review the student's appeal and make a recommendation to the Provost. The Provost will render a decision in consultation with pertinent faculty and/or administrative offices.

Appeal of Policy Decisions and Grades

Students may have the right to appeal policy decisions or procedures. Various appeal procedures are to be followed depending on the nature of the appeal.

Course grade appeals begin with the instructor (see grade appeal process in Graduate Handbook). Admission appeals are directed to the Admission Appeals Committee. Contact the Office of Enrollment Management for the complete process.

Retention and Remediation Process

Students are expected to successfully complete all academic courses, field experience work, and adhere to the ethical standards of the American Counseling Association (ACA). Student performance in the Counseling Program is monitored and reviewed at faculty meetings throughout the semester. Students are evaluated each semester by all CED faculty through the Evaluation of Student Performance (ESP) form. This form may be used to address a persistent concern earlier in the semester if necessary. The evaluation is based on academic progress, professional dispositions, and professional performance. If any area on the ESP is evaluated as a "0 - does not meet criteria for program level" or if two or more areas are evaluated as a "1 - meets criteria minimally or inconsistently for program level" a meeting will be held with the student.

The student will be provided with the evaluation of areas for improvement and provided a remediation plan. The faculty and student will verify an understanding of the concerns and remediation requirements by signing the ESP form. A timeline will be provided to the student regarding the completion of remedial tasks and scheduled check-ins to monitor student progress and provide feedback. Both the student and issuing faculty will retain copies of the signed ESP citation, and a copy shall be forwarded to the student's academic advisor and maintained as part of the student file. If revisions to the remediation plan are required, a revised ESP form will be issued to the student for review and signature.

Examples that would constitute the implementation of the retention and remediation process include, but are not limited to:

- Student is at risk of failure due to deficits in academic skills;
- Student demonstrates professional skills deficits;

- Student demonstrates a lack of professionalism related to the duties of a counselor;
- Student is in violation of the ACA Code of Ethics

Examples of remedial tasks for the student to complete may include:

- Referral for student services: writing center, tutoring, study skills, and other academic support (ACE);
- Additional coursework/assignments;
- Participating in additional clinical supervision;
- Referral for counseling;
- Leave of absence for a specified period of time for student to address concerns;
- Advisement to assist student in pursuing career goals outside of the counseling profession;
- Dismissal from the counseling program.

Professional Dispositions

Students' fulfillment of ten Professional Dispositions is reviewed by individual faculty during each class and at the conclusion of each semester by the Bluefield University Counseling Program faculty.

The Standards include:

- Displays good listening skills.
- Respects divergent points of view.
- Expresses thought/knowledge effectively.
- Demonstrates realistic expectations of self.
- Shows developed sense of self-awareness regarding skills and talents.
- Demonstrates an ability to develop and sustain rapport with all genders.
- Uses personal power and authority appropriately.
- Works collaboratively with others.
- Demonstrates the ability to articulate one's feelings.
- Demonstrates an awareness of cultural, gender, and spiritual issues.
- Demonstrates the ability to receive, give, and integrate feedback.
- Demonstrates appropriate boundaries: sexual, ethical, and professional.
- Exhibits ability to take responsibility for one's actions.
- Interacts appropriately with authority.
- Demonstrates appropriate in-class behavior.
- Contributes to a positive classroom environment.
- Exhibits dependable behaviors with regard to assignments, group activities, and attendance.

Graduation Requirements

The graduation requirements for the Counseling Program include the completion of 60 credit hours of required graduate coursework. Students may transfer no more than twelve credit hours toward the required total hours for completion. Graduation Requirements include:

1. Complete all coursework and requirements within five calendar years.
2. Complete clinical practicum of at least 100 hours
3. Complete clinical Internship of at least 600 hours
4. Each graduate must complete all required courses with a minimum GPA of 3.0 on a 4.0 scale.

5. Complete final comprehensive examination (CPCE) with a minimum score of 85%.
6. Take applicable credentialing exam according to track of study.
7. Complete and submit the Application for Graduation form and pay all fees.

Licensure Requirements

It is the student's responsibility to stay aware of licensure requirements and changes to regulations.

Virginia Department of Education Licensure Requirements for the Counselor Education Program: School Counseling Prek-12 Track

Students who complete the approved School Counselor program must also meet the following requirement in order to be eligible for Virginia Licensure in School Counseling Prek-12:

Two years of successful, full-time teaching experience or two years of successful, full-time experience in school counseling in a public or an accredited nonpublic school. Two years of successful, full-time experience in school counseling in a public or an accredited nonpublic school under a nonrenewable Provisional License may be accepted to meet this requirement.

Virginia Board of Counseling Licensed Profession Counselor (LPC) Requirements for the Counseling Program: Clinical Mental Health Counseling Track

In order to practice professional counseling in the Commonwealth of Virginia a person must hold the Licensed Professional Counselor (LPC) credential. From start to finish, the process of becoming a LPC in Virginia takes years to complete. Upon completion of the education requirements, a person must complete the following steps:

- Apply for Temporary License as a Resident in Counseling (Registration of Supervision) and receive licensure prior to obtaining supervised residency experience in Virginia. You must apply for and be licensed as a Resident in Counseling prior to counting hours toward LPC licensure.
- Complete supervised residency experience requirements.
- Renew License as a Resident in Counseling.
- Take and pass the NCMHCE examination.
- Apply for LPC Licensure by Examination.

More information on obtaining a LPC credential may be found on the Virginia Board of Counseling website (<https://www.dhp.virginia.gov/counseling>) and in the *LPC Licensure Process Handbook* (https://www.dhp.virginia.gov/Forms/counseling/LPC/LPC_Licensure_Process_Handbook.pdf).

Licensure Requirements for Non-Virginia Residents

Information on obtaining licensure in all states may be found on the following websites:

- American Counseling Association
<https://www.counseling.org/knowledge-center/licensure-requirements>
- American School Counselor Association
<https://www.schoolcounselor.org/About-School-Counseling/State-Requirements-Programs/State-Licensure-Requirements>

Program Assessment and Evaluation

The Bluefield University Counseling program collects data as outlined in CACREP’s Guiding Principles for Program Evaluation and Student Assessment. This includes data about the program’s mission, objectives, curriculum, students, and student learning outcomes. Data analysis is used to make improvements in the overall program and with individual student learning. Specifically, all students must take the Comprehensive Professional Counseling Exam (CPCE) and the applicable credentialing exam according to track of study. Data is also collected and reported regarding the number of graduates, pass rates on credentialing exams, completion rates, and job placements rates. Information about improvements is reported to stakeholders. Students are assessed through course work, grades, and evaluations in field experiences from site supervisors and university supervisors. At the end of each semester, the faculty completes a review of student progress utilizing counseling skills and demonstration of counseling dispositions. Candidates will submit a professional portfolio demonstrating proficiency in delivery of a comprehensive counseling program in a chosen setting, community or school.

Exam Requirements

- All students must take the Comprehensive Professional Counseling Exam (CPCE) and achieve a minimum score of 85%;
- All students must take the applicable credentialing exam according to the track of study.

Program Outcomes

Students who successfully complete the Master of Arts in Counseling program will be able to:

1. Demonstrate foundational knowledge in each of the eight CACREP core curricular areas;
2. Demonstrate the ability to effectively apply theory and techniques in developing a strong working alliance with students/clients;
3. Address professional, ethical, and legal issues using appropriate decision-making processes;
4. Demonstrate knowledge and thoughtfulness about multicultural aspects of the helping process and skillfulness in the art and science of counseling culturally diverse populations;
5. Demonstrate knowledge, identity, and appreciation of professional associations and active professional memberships for personal and professional growth;
6. Demonstrate important dispositions relevant to their work in counseling – including their ability to work collaboratively with others, acceptance of divergent points of view, the ability to receive, give, and integrate feedback and a developed sense of self-awareness regarding their own skills and talents

Students who successfully complete the Master of Arts in Counseling – School Counselor Track will be able to:

- Demonstrate the professional knowledge and skills necessary to promote the academic, career, and personal/social development of all P-12 students through data-informed school counseling programs.
- Demonstrate the knowledge and skills required for the functions of a school counselor who advocates for students – including counseling, coordinating,

consulting, case management and design of a program that includes curriculum, individual planning, responsive services, and system support.

Students who successfully complete the Master of Arts in Counseling – Clinical Mental Health Counseling Track will be able to:

- Demonstrate the knowledge and skills necessary to address a wide variety of circumstances within the context of clinical mental health counseling.
- Demonstrate the knowledge and skills related to the operation of mental health services including public mental health policy, finances, regulatory processes, mental health service delivery systems, clinical mental health counseling services networks and advocacy.



Modality

The Master of Arts in Counseling is offered in an online format.

Degree Requirements

The graduation requirements for the Counselor Education Program include the completion of 60 credit hours of required graduate coursework.

Master of Arts in Counseling

Degree Requirements	Credits
MA Counseling Core Requirements	45
Emphasis	15
Required for Graduation	60

MA in Counseling Core Courses	Credits
CE 5003 Orientation to Professional Counseling & Ethics	3
CE 5013 DSM Applications in Counseling	3
CE 5023 Counseling Theories	3
CE 5033 Counseling Techniques	3
CE 5043 Lifespan Development	3
CE 5053 Career Development	3
CE 5063 Group Counseling	3
CE 5073 Counseling Diverse Populations	3
CE 5083 Addictions Counseling	3
CE 5113 Appraisal in Counseling	3
CE 5123 Crisis Counseling	3
CE 5323 Research	3
CE 5143 Systems in Counseling	3
CE 5203 Practicum (100 hours)	3

Elective (choose one):	3
CED 5163 Expressive Arts in Counseling	
CED 5173 Integration of Christianity & Counseling	
CED 5183 Counseling Children & Adolescents	
Counseling Core Total:	45

School Counselor Emphasis*	Credits
CED 5133 School Counseling	3
CED 5206 School Internship Part 1 (300 hours, elementary)	6
CED 5216 School Internship Part 2 (300 hours, secondary)	6
School Counselor Emphasis Total:	15

Mental Health Counseling Emphasis*	Credits
CED 5153 Clinical Mental Health Counseling	3
CED 5226 Clinical Mental Health Internship Part 1 (300 hours, 120 direct)	6
CED 5236 Clinical Mental Health Internship Part 2 (300 hours, 120 direct)	6
Mental Health Counseling Emphasis Total:	15

Completion Sequence – Counseling (5 Semesters)

Semester 1		Semester 2	
CED 5003	3	CED 5063	3
CED 5023	3	CED 5073	3
CED 5033	3	CED 5013	3
CED 5043	3	CED 5203	3
Total	12	Total	12

Summer	
CED 5083	3
CED 5133 or CED 5153	3
CED 5053	3
CED 5323	3
Total	12

Semester 1		Semester 2	
CED 5113	3	CED 5123	3
CED 5143	3	CED Elective	3
CED 5206 or CED 5226	6	CED 5216 or CED 5236	6
Total	12	Total	12

Total	60
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Completion Sequence – Counseling (8 Semesters)

Fall Semester 1		Spring Semester 2	
CED 5003	3	CED 5063	3
CED 5023	3	CED 5073	3
CED 5033	3	CED 5013	3
Total	9	Total	9

Summer Semester 3	
CED 5083	3

CED 5053	3
Total	6

Fall Semester 4		Spring Semester 5	
CED 5113	3	CED 5123	3
CED 5143	3	CED Elective	3
CED 5043	3	CED 5203	3
Total	9	Total	9

Summer Semester 6	
EDU 5323	3
CED 5133 or CED 5153	3
Total	6

Fall Semester 7		Spring Semester 8	
CED 5206 or CED 5226	6	CED 5216 or CED 5236	6
Total	6	Total	6

Total	60
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CED | Counselor Education Courses

CED 5003 Orientation to Professional Counseling & Ethics

This course will provide students with a foundation in issues that affect the profession of counseling. Students will examine: (1) professional issues, including professional identity, history and systems of counseling, professional organizations, counseling settings and counselor functions (2) counseling ethics (3) legal decisions that affect the practice of counseling. The course will emphasize active student participation in the exploration of these issues.

CED 5013 DSM Applications in Counseling

This course will include advanced study of the criteria of mental disorders and standard diagnostic and assessment procedures. Students will obtain the extensive knowledge and skills necessary to differentiate abnormal from normal behavior in children, adolescents, and adults, with emphasis upon the identification and assessment of the mental disorders and application of the Diagnostic and Statistical Manual of Mental Disorders (DSM).

CED 5023 Counseling Theories

This course is designed to facilitate your understanding of the key components of a variety of major established and emerging counseling theories, consistent with current professional research and practice in the field. Theories will be presented as conceptual frames from which counselors can understand their clients more completely and deeply. Strategies and techniques from each theory will be presented to show how those methodologies can be used to assist clients in overcoming psychological problems, developmental issues, psychopathology, ecological challenges, and adjustment to disability. Course must be taken in conjunction with CED 5033 Counseling Techniques.

CED 5033 Counseling Techniques

Systematic integration of techniques used in the counseling process. Course provides extensive practice, learning, integrating, and practicing skills characteristic of effective helping relationships. Extensive use is made of audio and video feedback in critiquing counseling interviews and techniques. Course must be taken in conjunction with CED 5023 Counseling Theories.



CED 5043 Lifespan Development

This course provides an examination of major theories of human development, including those from physical, psychological, cognitive, social, and moral perspectives. Development is viewed across the human life span in each of these areas. The course is designed to encourage an integrated concept of these theoretical perspectives, which serves as a developmental framework for the counseling process.

CED 5053 Career Development

A study of the occupational structure of our society, of factors influencing career development, and of techniques for providing educational and occupational information. Both individual and group activities are stressed.

CED 5063 Group Counseling

Introduction to group counseling theory and practice. Emphasis on application of group counseling principles to practical settings. In a laboratory setting, students receive feedback about their personal behavior in a group and supervised practice in the design, implementation, and evaluation of a short-term group counseling project.

CED 5073 Counseling Diverse Populations

Examination and application of counseling strategies for special client populations including the exceptional; economically disadvantaged; culturally, racially and ethnically different; those with different lifestyles. Emphasis on the range of human characteristics.

CED 5083 Addictions Counseling

Provides an overview of the strategies, goals, methodologies, programs and types of knowledge and skills necessary for effective identification and treatment of addictions. Examines the classifications of drugs and other process addictions; impact of addictions on clients and their family members; components of addiction and recovery; prevention, treatment and relapse prevention resources; and salient legal and ethical guidelines.

CED 5113 Appraisal in Counseling

This course will examine the selection, use, and interpretation of tests in counseling as an adjunct to clinical impressions. More specifically, the focus will be on the appraisal, assessment, and diagnosis of personality, emotional, intellectual, and learning characteristics and disorders of clients in schools, colleges, and community human service agencies. Students will gain a better understanding of psychometrics, norming practices, cultural

considerations, and ethical practice as these all relate to appraisal.

CED 5123 Crisis Counseling

Assessment of school and community climate and principles of personal and community crisis prevention for counselors, teachers, and school administrators. Preparedness strategies appropriate for typical reactions to crises and relevant to special populations. Preparation and evaluation of crisis response plans that promote mental health and optimize potential for resilience and self-care.

CED 5133 School Counseling

Theory and practice of school counseling at the elementary, middle, and high school level, and introductory skills for those settings. Provides understanding of basic services performed by the school counselor; developmental characteristics of the age groups served; ethical, legal and societal issues that affect school counselors; special education terminology; techniques useful in school counseling; and sources of materials available for educational and career counseling at various school levels.

CED 5143 Systems in Counseling

This course is designed for counseling students and intended to be an introduction to the field of family systems theory and therapeutic intervention. Family systems will be reviewed across all family life cycle stages. The emphasis of this course is to develop counseling skills that include systemic case conceptualization and clinical intervention.

CED 5153 Clinical Mental Health Counseling

Counselor preparation for clinical mental health setting. Wellness, management of services and programs, counselor role and legal issues for a multicultural society in clinical mental health. Current controversies and professional issues.

CED 5203 Practicum

Supervised experience in the practice of counseling. Didactic instruction in advanced counseling techniques and methods coupled with practice with clients in a supervised setting. Extensive feedback on counseling practice in individual sessions and group seminar. Must have liability insurance. Students must be at least 21 years old to participate in counseling practicum and internship courses.

CED 5206 & 5216 School Internship Part 1 & 2

Clinical experience (minimum 600 hours) under the supervision of a university staff member and a site supervisor in an appropriate field site: school (at least 300 hours K-6 & at least 300 hours 7-12), community agency, college/university counseling center, or other setting. Extensive feedback in individual sessions and group seminar. (12 hours minimum for program). Must have liability insurance. Students will be required to complete the Comprehensive Professional Counseling Exam (CPCE) and applicable credentialing exam as part of this course. Students must be at least 21 years old to participate in counseling practicum and internship courses.

CED 5226 & 5236 Clinical Mental Health Internship Part 1 & 2

Clinical experience (minimum 600 hours, 240 direct hours) under the supervision of a university staff member and a site supervisor in an appropriate field site: community agency, college/university counseling center, or other setting. Extensive feedback in individual sessions and group seminar. (12 hours minimum for program). Must have liability insurance. Students will be required

to complete the Comprehensive Professional Counseling Exam (CPCE) and applicable credentialing exam as part of this course. Students must be at least 21 years old to participate in counseling practicum and internship courses.

CED 5323 Research

In this course, students learn ethical and culturally relevant strategies for conducting, interpreting, and reporting the results of research and program evaluation. Learning activities include locating, reading, and critiquing research for the purpose of advancing the counseling profession and informing counseling practice as students analyze and use data. A culminating research project includes the development of a research proposal where students apply statistical methods and principles of research design.

CED 5501, 5502, and 5503 Special Topics in Counseling

The student will engage in class instruction, research, and analysis of specific topics with a view to providing a more in-depth knowledge and understanding of such areas of concern. Credit will be determined by course content. (On Demand)



MASTER OF ARTS IN HUMAN SERVICES

The Master of Arts in Human Services Leadership is a 30-credit hour program, offered online, that prepares students for many careers in the social services and human services fields including Social and Human Service Provider, Social and Community Service Manager, and Higher Education Administrator. Graduates are prepared for positions in community service agencies, post-secondary institutions, prisons and criminal reform, and private mental health agencies. Students will develop a historical context of human services, learn and practice the basics of helping relationships, and acquire skills in program administration and management.

NOTE: The MA in Human Services program is fully accredited and approved by the state of Virginia; however, Title IV funds are not yet available for students in this program. Students may pay using personal funds, outside scholarships, or external loans.

Admissions

Applicants to the MA in Human Services program must have the following:

- A bachelor's degree from a regionally accredited institution of higher education;
- A cumulative grade point average of 2.75 or higher on conferred degree;
- Official undergraduate transcript showing degree conferred and major completed;
- Letter of interest and Resume.

Academic Policies

Academic Standing

Students must maintain a cumulative grade point average of 3.0 on a 4- point scale. If at the end of an academic semester, a student's cumulative grade point average falls below 3.0, the student is placed on academic probation. Students may retake the course to demonstrate mastery of the subject. The higher repeated course grade will be used in calculating the cumulative GPA. Grading, grade appeals, and grade changes will be consistent with the institution's existing academic policies and can be found in the Bluefield University Academic Catalog.

Transfer Credits

Bluefield University will review student requests for transfer on a case-by-case basis, and at the recommendation of the registrar. The student will need to submit a course description, and if available, the syllabus of the course related to the transfer request, to the BU registrar. Transfer credits are accepted with the following conditions:

- The course requested for transfer must have been successfully completed at a CHEA recognized accredited institution.
- The transfer course must be comparable in content and credit hours to course that is taught at Bluefield University.
- A maximum of 6 semester hours can be transferred.
- There is a five-year time limit for transfer courses meeting the above conditions.

Withdrawal and Transfer

Students who voluntarily withdraw from the program and desire to be readmitted at a later date must follow the same admission procedure as newly applying candidates.

The Bluefield University reserves the right to request, at any time, the withdrawal of a student from the program whose health, conduct, or level of achievement makes such action advisable. Students who are involuntarily withdrawn from the program cannot reapply.

The School discourages transfers from its Masters program. In the event of a transfer, the student is responsible for all arrangements and expenses. Written notification of intent to transfer should be provided to the Dean of the School.

Modality

The Master of Arts in Human Services is offered in an online format.

Degree Requirements

The graduation requirements for the MA in Human Services include the completion of 30 credit hours of required graduate coursework.

Master of Arts in Human Services

Degree Requirements	Credits
MA in Human Services Requirements	30
Required for Graduation	30

MA in Human Services Courses	Credits
MHS 5053 Counseling and Psychotherapy	3
MHS 5073 Human Services Internship	3
MHS 5103 Treatment Systems in Human Services	3
MHS 5123 Understanding Addiction & Addictive Behavior	3
MHS 5133 Human Diversity	3
BUS 5303 Management Theory and Leadership	3
BUS 5313 Business Research Methods & App.	3
BUS 5333 Operations and Project Management	3
BUS 5373 Managerial Economics	3
BUS 5383 Human Resources Management	3
Human Services Core Total:	30

Completion Sequence – Human Services

Semester 1		Semester 2	
MHS 5103	3	MHS 5053	3
MHS 5123	3	MHS 5133	3
BUS 5303	3	BUS 5373	3
BUS 5333	3		
Total	12	Total	9
		Summer	
		BUS 5313	3
		BUS 5383	3
		MHS 5073	3
		Total	9
Total			30

MHS | Human Services Courses

MHS 5103 Treatment Systems in Human Services

Treatment Systems provides a review of historic and current treatment approaches topics in human services and mental health services. These include individual, group, and psychoeducational interventions. Local, state, regional, and national treatment resources are identified. Ethical standards for intervention, case management, and treatment methods are explored.

MHS 5123 Understanding Addiction and Addictive Behavior

The psychological, physical, socio-economic, and spiritual ramifications of drug use and abuse are explored throughout this course. Students examine the impact of substance use disorders on communities, family systems, individuals, and on society as a whole. Distinctions are made between the use and abuse of

various substances with emphasis on human behavior associated with experimentation, drug use, dependency, drug abuse, and addiction. Current substance abuse prevention strategies at the local, state, regional, and national levels are examined, with focus on the role of the substance abuse counselor.

MHS 5053 Counseling and Psychotherapy

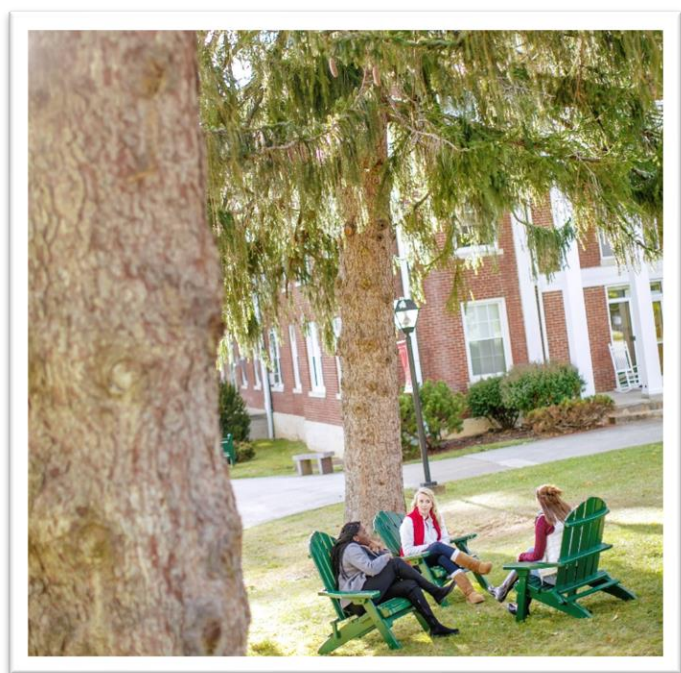
An overview of the major theories of counseling, as well as practical techniques and strategies for support and change are explored and practiced through this course. The purpose of this course is to combine understanding of theories of support and change with skill development to prepare the student to be a provider of support services in the human services field.

MHS 5133 Human Diversity

This course provides students with the opportunity to investigate diversity and multicultural issues within the helping profession and the greater society. Best practices and ethical obligations are explored from a multicultural context. Topics within this course include racial, cultural, gender, age, and ability diversity.

MHS 5073 Human Services Internship

The goal of an internship is to provide a structured educational opportunity for students to practice skills and apply knowledge in professional settings. In this course, the focus will be on the further development of professional identity and ethical practice. Students must log and verify 80 hours of experience from their approved supervisor. Note: This course does not provide clinical supervision and does not count toward licensure or certification towards clinical training requirements.



School of Nursing

MASTER OF SCIENCE IN NURSING

The Master of Science in Nursing (MSN) at Bluefield University has concentrations in Leadership/Education (L/E), Family Nurse Practitioner (FNP), and Psychiatric Mental Health Nurse Practitioner (PMHNP), offering full-time and part-time progression and graduate certificates in FNP, L/E, and PMHNP tracks.

Program Overview

The FNP students will graduate, meeting the requirements, and will be eligible to take the American Nurses Credentialing Center (ANCC) or American Association of Nurse Practitioners (AANP) National Exam. The L/E graduates will meet education requirements to take the Certification exam for Nurse Educator (CNE) by the NLN, the Certified Nurse Manager and Leader exam (CNML) given by AONE and (AACN) Certificate Corporation or ANCC Nurse Executive Advanced Certification, and Nursing Case Management. However, the Leadership/Education practice requirements may be more than are provided in this MSN degree program. PMHNP students will graduate meeting the requirements and will be eligible to take the National Certification Exam.

The MSN degree will require 29/30 core course hours over five or six academic semesters. The FNP has 16 specialty hours, the L/E has 16 specialty hours, and the PMHNP has 21 specialty hours. The 29/30 core hours include five core research hours culminating in a research project in the NUR 5061: Capstone in which students present their projects. The curriculum builds upon the foundation of competencies attained by the licensed registered nurse with a baccalaureate degree, and expands pedagogical knowledge, leadership skills, and reflective practice to promote positive patient outcomes by delivering patient care in advanced nursing practice, nursing leadership and/or education.



The MSN degree and post-graduate APRN certificate programs in nursing at Bluefield University are accredited by the Commission on Collegiate Nursing Education, 655 K Street, NW, Suite 750, Washington, DC 20001, 202-887-6791.

Admissions

For general admissions into Bluefield University,

- Submit an application to Bluefield University Admissions Office.
- Have official copies of transcripts from every institution attended sent to Bluefield University.
- Be admitted to Bluefield University by meeting the general requirements for admission as an online degree student.

MSN Admission Requirements:

- Admission to the MSN program will be competitive and limited to candidates capable of performing at the graduate level. Applicants must possess or provide the following:
- Completed admission application;
- A minimum cumulative GPA of 3.0 on a 4.0 scale in undergraduate study that includes the following undergraduate courses with a course grade of "C" or better with 3 hours minimum: nursing research, health assessment, pathophysiology, microbiology and statistics;
- A bachelor's degree in nursing from a CHEA recognized accredited institution of higher education;
- An unencumbered RN license in a U.S. jurisdiction;
- At least 2,000 hours of registered nurse experience (equivalent to one year of full time clinical experience)
- A Personal Statement of Goals and Objectives-typed (limited to two pages, APA style);
- All official undergraduate transcript(s) and current vita/resume to the registrar;
- Three satisfactory recommendations (two professional from nursing colleagues and one personal);
- Interview;
- Payment of applicable fees; and
- Computer literacy (ability to use Microsoft Word, to navigate the Internet, to retrieve information from websites, and to engage online).
- The holistic admission process can be used by students with less than a 3.0 GPA*.

*Students in this situation may contact the School of Nursing for more information on this process.

Post-Master's degree admission to the FNP, L/E, and PMHNP certificate programs includes all the above requirements with the addition of a Master's of Science in Nursing from an ACEN- or a CCNE-accredited program. The holistic admissions process is used by students with less than a 3.0 GPA.

Academic Policies

Program Completion

- A full-time program of study leading to a Masters degree can be completed in 5-6 semesters.
- A part-time program of study leading to a Masters degree is variable.
- Certifications can be completed in 3 semesters for full-time study.
- Certification completion time for part-time study is variable.
- All students must complete program requirements within five calendar years from the date of first graduate enrollment. Failure to meet this time requirement may result in the student being required to repeat some coursework.

Policy on Required Licensure

Students fulfilling the clinical practicum requirement in Virginia must have a current unrestricted license as a registered nurse in a U.S. jurisdiction and a Virginia license or a compact license that

permits them to practice in Virginia. Students who live in another state in which they plan to fulfill their clinical practicum requirement must provide evidence of current unrestricted licensure in that state. Documentation of this licensure must be in the student's file.

Policy on Physical Examination

Once accepted into the program, a physical examination is required of all students prior to starting clinical hours. The Physical Examination Form of the Graduate Nursing Program is made available to the student through the MSN student handbook. Failure to complete this examination may result in forfeiture of your position in the class.

Academic Standing for the MSN Program

In line with the academic policies of Bluefield University, satisfactory academic standing for the MSN program will be determined by completion of hours per term with no grade below a (B). Students must maintain a minimum grade point average of 3.0 on a 4.0 point scale. If a student's GPA falls below 3.0 at the end of any semester, the student will be allowed to continue for one semester under probation. If a course is failed a second time, the student must create a plan for completion to be approved by the Dean of the School of Nursing. Grading, grade appeals and grade changes will be consistent with the institution's existing academic policies.

Program Outcomes

Students who successfully complete the Master of Science in Nursing program will be able to:

1. Integrate theory and research from biological, social, and nursing sciences and the humanities into ethical interprofessional practice critically analyzing data to provide best outcomes for the population;
2. Demonstrate leadership roles by implementing quality improvement initiatives with an interprofessional team;
3. Evaluate organizational structure, financing, marketing and policy decisions that impact the quality of health care, the delivery of nursing education or health care administration with the interprofessional team;
4. Apply clinical/educational investigative skills to improve health/educational outcomes;
5. Utilize sound research information retrieved from technology systems to influence complex decision making to improve health care or the delivery of health care;
6. Analyze ethical, legal, and social factors influencing policy development and then contribute to policy development; and
7. Examine the development of health care systems or educational systems that assesses and delivers the needs of culturally diverse populations, providers, and stakeholders.

Students who complete the Family Nurse Practitioner/Primary Mental Health Nurse Practitioner concentration will be able to:

- Provide primary care for diagnosed and undiagnosed physical and mental health care patients across the lifespan.

Students who complete the Leadership/Education concentration will be able to:

- Demonstrate competence in all aspects of developing, delivering, and evaluating quality educational experiences.

Modality

The Master of Science in Nursing is offered in an online format with hybrid components.

Degree Requirements

Core courses are designed to help students acquire graduate-level academic skills and begin to explore advanced practice knowledge. Assignments are designed to help students become proficient in abstract, analytical, creative, and critical thinking. These outcomes are achieved through academic writing, seminar participation, and literature research. The remainder of the courses assumes these abilities as a base and focus of integration and application of advanced content.

The core curriculum was developed after discussion with area health care leaders, an examination of needs of prospective MSN graduates, and a review of the health care needs in the region. The strategy behind the core curriculum is to provide a sharply focused series of courses supplemented by electives that provide students with maximum flexibility in designing their individual requirements.

Master of Science in Nursing

Degree Requirements	Credits
Nursing Core Requirements	25-28
Concentration	16-23
Required for Graduation	44-48

Nursing Core Courses	Credits
NUR 5003 Foundations for Advanced Practice*	3
NUR 5013 Healthcare Informatics	3
NUR 5011 Research Sustaining	1
NUR 5021 Advanced Nursing Research Strategies II	1
NUR 5022 Advanced Nursing Research Strategies I	2
NUR 5032 Advanced Nursing Research Analysis	2
NUR 5043 Health Promotion and Disease Prevention in Diverse Populations Across the Lifespan	3
NUR 5053 Financial, Ethics, Org Behavior, & Health Policy Mgt.	3
NUR 5061 Capstone	1
NUR 5103 Advanced Pathophysiology Across the Lifespan	3
NUR 5111 Adv Health Assessment Across the Lifespan Practicum	1
NUR 5112 Advanced Health Assessment Across the Lifespan Didactic	2
NUR 5113 Advanced Pharmacology Across the Lifespan	3
Nursing Core Total:	28

* Not required for PMHNP Program

Family Nurse Practitioner Concentration		Credits
NUR 5042 Transition into Leadership for Advanced Nurse Practice		2
NUR 5123 Primary Care of Infants, Children, & Adolescents Didactic		3
NUR 5133 Primary Care of Adults in Families Didactic		3
NUR 5143 Primary Care of Infants, Children, & Adolescents Practicum		3
NUR 5144 Primary Care Across the Lifespan Practicum		4
NUR 5153 Primary Care of Adults in Families Practicum		3
FNP Total:		18

Leadership/Education Concentration		Credits
NUR 5203 Strategies for Curriculum and Evaluation		3
NUR 5223 Strategies for Effective Instruction		3
NUR 5232 Practicum in Teaching		2
NUR 5303 Management Theory and Leadership		3
NUR 5323 Seminar in Leadership		3
NUR 5332 Practicum in Leadership		2
Leadership Total:		16

Psychiatric Mental Health Nurse Practitioner Concentration		Credits
NUR 5042 Transition into Leadership for Advanced Nurse Practice		2
NUR 5401 Theory and Practice in Addictions Care		1
NUR 5403 Advanced Practice PMHN Seminar I		3
NUR 5404 Foundations of Adv Practice Psychiatric Mental Health		4
NUR 5413 Advanced Practice PMHN Practicum I		3
NUR 5414 Diagnostic and Psychopharmacological Strategies		4
NUR 5423 Advanced Practice PMHN Seminar II		3
NUR 5433 Advanced Practice PMHN Practicum II		3
PMHNP Total:		23

Completion Sequence – Nursing

Semester 1		Semester 2	
NUR 5003	3	NUR 5013	3
NUR 5022	2	NUR 5112	2
NUR 5103	3	NUR 5111	1
NUR 5113	3	NUR 5043	3
(NUR 5401 - PMHNP)	(1)	NUR 5021	1
Total	12-13	Total	10

Summer	
NUR 5032	3
Concentration	3-4
Concentration	3-4
Total	9-11

Semester 1	Semester 2
Concentration	Concentration
Concentration	Concentration

Concentration (Concentration)		Concentration (Concentration)	
Total	7-10	Total	7-10
Total		60	

Master of Science in Nursing Certificates

Family Nurse Practitioner Concentration		Credits
NUR 5042 Transition into Leadership for Advanced Nurse Practice		2
NUR 5123 Primary Care of Infants, Children, & Adolescents Didactic		3
NUR 5133 Primary Care of Adults in Families Didactic		3
NUR 5143 Primary Care of Infants, Children, & Adolescents Practicum		3
NUR 5144 Primary Care Across the Lifespan Practicum		4
NUR 5153 Primary Care of Adults in Families Practicum		3
FNP Total:		18

Leadership/Education Concentration		Credits
NUR 5203 Strategies for Curriculum and Evaluation		3
NUR 5223 Strategies for Effective Instruction		3
NUR 5232 Practicum in Teaching		2
NUR 5303 Management Theory and Leadership		3
NUR 5323 Seminar in Leadership		3
NUR 5332 Practicum in Leadership		2
Leadership Total:		16

Psychiatric Mental Health Nurse Practitioner Concentration		Credits
NUR 5401 Theory and Practice in Addictions Care		1
NUR 5403 Advanced Practice PMHN Seminar I		3
NUR 5404 Foundations of Adv Practice Psychiatric Mental Health		4
NUR 5413 Advanced Practice PMHN Practicum I		3
NUR 5414 Diagnostic and Psychopharmacological Strategies		4
NUR 5423 Advanced Practice PMHN Seminar II		3
NUR 5433 Advanced Practice PMHN Practicum II		3
PMHNP Total:		21

NUR | Graduate Nursing Courses

NUR 5003 Foundations for Advanced Practice

This course introduces the concepts of roles, issues, ethics, and nursing/health care theories. The course will focus on current issues and trends guiding advanced nursing/health care practice. Discussion of ethical, practice, & family theories that may influence advanced practice will be held. The theory component addresses the theoretical basis for nursing/health care practice and the analysis and development of nursing/health care theory. Prerequisites: Undergraduate level Nursing Research, Health Assessment, Pathophysiology, Microbiology, Statistics.

NUR 5011 Research Sustaining

The research course is an elective that is offered if the student does not complete the EBP project in preparation for the NUR 5061 Capstone. This course allows the student time to complete the final EBP project. A research course must be taken each semester to complete the EBP project. The research course is a required course that is needed if the student does not consecutively take a research course until graduation except the student takes NUR5022 in the Summer. This one credit can be repeated until EBP is ready for Capstone. Prerequisites are NUR 5022 and NUR 5021.

NUR 5013 Health Care Informatics

This course will assist in the development of a foundation of knowledge, and understanding of the impact of technology and informatics on the delivery of care. It will include an introduction to current and emerging technologies while exploring the impact on patient outcomes. This course will include a review of the science and practice of informatics involving the management of health information and integrating that with clinical technologies to improve the health of our communities. The student will also experience a broad examination of the core areas of informatics work, including creating and managing the development, design and implementation of communication and information technology, an evidence-based practice approach to informatics, research and education, system life cycle and project management.

NUR 5021 Advanced Nursing Research Strategies II

Further advanced strategies for research are explored. Students complete the proposal for their projects. Skills in critiquing literature are expanded. Prerequisite is NUR 5022.

NUR 5022 Advanced Nursing Research Strategies I

This course addresses research strategies for the advanced nurse practitioner. The ethical conduct of health care research is addressed. Students evaluate published research for quality and usefulness. Skills in critical appraisal, information literacy, and written communication are developed. Students will produce the beginning components of an evidence-based project which they will work on throughout their program. Prerequisites: Undergraduate level Nursing Research, Health Assessment, Pathophysiology, Microbiology, Statistics.

NUR 5032 Advanced Nursing Research Analysis

This course is a continuation of NUR 5022 and 5021. Students will further develop critiquing and writing skills. Strategies for producing, evaluating, analyzing, and interpreting data are introduced. A formal proposal for a research project will be produced. Prerequisites are NUR 5022 and NUR 5021

NUR 5042 Transition into Leadership for the Advanced Practice Nurse

This course focuses on preparing the Advanced Practice Nursing student to explore and refine the strategies of entrepreneurship by synthesizing knowledge from Health Policy, Leadership, Organizational Behavior, Informatics, & Ethics to prepare a business plan to establish an independent practice. Types of challenges in health care will be discussed and possible solutions provided. One hour for practicum and one didactic.

NUR 5043 Human Diversity, Health Promotion and Disease Prevention

This course applies theories of professional nursing: the promotion and maintenance of health among the aggregates of families, communities, and at-risk populations, including populations of different races, gender, sexual orientation, and religion within a healthcare/nursing framework. Basic epidemiological principles are addressed and applied to planning care and developing policy for aggregates promoting equity and inclusion while supporting diversity. The course will also focus on the cultural health and spiritual needs of diverse populations to provide holistic and inclusive care to these aggregates.



NUR 5053 Financial, Organizational Behavior, & Health Care Policy Management

This course teaches the application of one hour of accounting, economic principles, and financial management strategies to the management of health care resources in health care organizations. While teaching these applications, this course explores one hour of healthcare policy that affects financing, and one hour of organization behavior, theories of motivation, contemporary Leadership skills, inter-professional teams, and managing organizational change. The course builds upon the competencies of the baccalaureate nurse in organizational behavior to include topics such as diversity and cultural competency, workplace communication, attribution theory and motivation, power, politics, influence, stress management in the workplace, decision making, conflict management and negotiation skills.

NUR 5061 Capstone

Provides students the opportunity to synthesize their learning throughout the program. Students will complete projects begun in earlier semesters and present in both oral and written form. Prerequisites are NUR 5022, NUR 5021, NUR 5011 (if needed) and NUR 5032.

NUR 5103 Advanced Pathophysiology Across the Lifespan

Physiology is the study of the fundamental processes responsible for the normal function of cells, tissues, and organs, including the chemical and physical factors involved in these processes. Pathophysiology is the study of the physiological changes associated with illness and the mechanisms through which the body attempts to maintain homeostasis when confronted by disease. It is perhaps the most highly integrative basic science taught as part of medical education, involving aspects of anatomy, microanatomy, biochemistry, mathematics and physics.

At the heart of physiology is the development of problem-solving skills, the ability to analyze data from various sub-disciplines that physiology comprises and come to some conclusion regarding the physiological state of the patient in question. Pathophysiology is more explanatory than descriptive-the ability to describe why the signs, symptoms and treatments are what they are.

NUR 5111 Advanced Health Assessment Across the Lifespan Practicum

NUR 5111 The Physical Exam Skills module provides instruction and demonstration in the principles and practical skills required to perform a complete physical examination (adolescence to old age) with interpretation of the findings. Normal physical findings will be emphasized throughout the course. Variants of normal and common abnormal physical findings will be introduced. Clinical hours (90 hours minimum) are completed across the lifespan. Co-requisite or Prerequisite is NUR 5112. Prerequisites: Undergraduate level Nursing Research, Health Assessment, Pathophysiology, Microbiology, Statistics.

NUR 5112 Advanced Health Assessment Across the Lifespan Didactic

NUR 5112 provides a framework for systematic collection, organization, interpretation, integration, and communication of data reflecting the health status of individuals from adolescents to older adults. A holistic perspective facilitates an analysis of developmental, psychosocial, and cultural factors that are integral to an understanding of an individual's physical and psychosocial well-being. This course is presented in two modules: (1) history taking; and, (2) physical exam skills. Prerequisites: Undergraduate level Nursing Research, Health Assessment, Pathophysiology, Microbiology, Statistics.

NUR 5113 Advanced Pharmacology Across the Lifespan

The goals of pharmacology are to provide the students with a basic knowledge and understanding of the actions of drugs to enable them to utilize therapeutic agents in a rational and responsible manner in the treatment of patients. Initially, basic principles of pharmacology will be presented, including absorption, distribution, metabolism, and excretion of drugs by the body. The concept of drug – drug interactions will also be presented with appropriate examples. Following the presentation of basic concepts, the pharmacology of the autonomic nervous system, central nervous system, gastrointestinal system, cardiovascular system, respiratory, endocrine and reproductive systems will be presented. Antimicrobial (antibiotic stewardship) and Antiviral agents, opioid and non-opioid management will also be discussed. Prerequisites: Undergraduate level Nursing Research, Health Assessment, Pathophysiology, Microbiology, Statistics.

NUR 5123 Primary Care of Infants, Children and Adolescents Didactic

A lecture/discussion course covering the primary care management of infants, children and adolescents across the health-illness continuum. It emphasizes health maintenance and illness prevention and covers major causes of morbidity. A family-centered developmental perspective is used in the assessment and management of common acute and chronic conditions from infancy through young adulthood. The focus is on strategies for this population in rural and underserved areas. Prerequisites are NUR 5113, NUR 5112, NUR 5111, and NUR 5103.

NUR 5133 Primary Care of Adults in Families Didactic

This course further develops the student's ability to perform diagnostic and therapeutic procedures and interpret the results. It covers the primary care management of healthy adults through the life span with a focus on health maintenance and disease prevention. It provides the student the skills and procedures necessary for the clinical-management of selected clients. It focuses on evaluation and management of common acute and chronic adult health care problems. This course places emphasis on thorough communication and assessment skills interpreting findings, applying laboratory diagnostic methods, developing plans of care, and implementing nursing strategies to promote personal, cognitive, and physical health. The focus is on strategies for the young, middle and older adult in rural or underserved areas. The course is focused on disorders of the adult population and women's health in middlecence and senescence. Prerequisites are NUR 5113, NUR 5112, NUR 5111, and NUR 5103.

NUR 5143 Primary Care of Infants, Children and Adolescents Practicum

A clinical course covering the primary care management of infants, children and adolescents across the health-illness continuum. It emphasizes health maintenance and illness prevention and covers major causes of morbidity. A family-centered developmental perspective is used in the assessment and management of common acute and chronic conditions from infancy through young adulthood. The focus is on strategies for this population in rural and underserved areas. This is the first of three sequential courses that apply the nursing process through communication and assessment skills, interpretation of findings, application of diagnostic methods, developing plans of care and implementing nursing strategies to promote personal, cognitive, and physical health. Clinical hours (270 hours minimum) are completed in pediatric settings (180 hours minimum) and OB (90 hours minimum). The student will complete 35.25 contract hours related to the utilization of therapeutic agents (pharmacy) in a rational and responsible manner in the treatment of patients throughout the course population. Co-requisite or Prerequisite is NUR 5123. Prerequisites are NUR 5113, NUR 5112, NUR 5111, and NUR 5103.



NUR 5153 Primary Care of Adults in Families Practicum

This course focuses on developing proficiency in basic diagnostic and therapeutic procedures and the interpretation of the results. It is a clinical course covering the primary care management of

healthy adults through the life span with a focus on health maintenance and disease prevention. It provides the student the skills and procedures necessary for the clinical-management of selected clients. It focuses on evaluation and management of common acute and chronic adult health care problems. It is the second of three sequential courses that apply the nursing process through therapeutic communication and assessment skills, interpreting findings, applying laboratory diagnostic methods, developing plans of care, and implementing nursing strategies to promote personal, cognitive, and physical health. The focus is on strategies for the young, middle and older adult in rural or underserved areas. The course is focused on disorders of the adult populations and women's health issues in middle age and senescence. A total of 270 hours minimum clinical hours are completed in adult settings. (270 hours minimum) Clinical hours are completed in adult settings (180 hours minimum) and women's health setting (90 hours minimum). The student will complete 35.25 contact hours related to the utilization of therapeutic agents (pharmacy) in a rational and responsible manner in the treatment of patients throughout the course population. Co-requisite or Prerequisite is NUR 5133. Prerequisites are NUR 5113, NUR 5112, NUR 5111, and NUR 5103.

NUR 5144 Primary Care Across the Lifespan Practicum

This course is a practicum that is an accumulation of NUR 5123, NUR 5133, and NUR 5112. This course further develops the student's ability to perform diagnostic and therapeutic procedures and interpret the results. It covers the primary care management of healthy adults through the life span with a focus on health maintenance and disease prevention. It provides the student the skills and procedures necessary for the clinical management of selected clients. It focuses on evaluation and management of common acute and chronic health care problems throughout the lifespan. This course places emphasis on thorough therapeutic communication and assessment skills interpreting findings, applying laboratory diagnostic methods, developing plans of care, and implementing nursing strategies to promote personal, cognitive, and physical health for a total of (360 hours minimum). Strategies for using telehealth modalities are developed. The student will complete 46.5 contact hours related to the utilization of therapeutic agents (pharmacy) in a rational and responsible manner in the treatment of patients throughout the lifespan. Prerequisites are NUR 5112, NUR 5111, NUR 5123, NUR 5143, NUR 5133, and NUR 5153.

NUR 5203 Strategies for Curriculum and Evaluation

Curriculum and learning theories are applied to simulated activities. Strategies for development and evaluation of every component of a curriculum from program to instruction to outcomes are explored. Students develop a curriculum based on objectives and expected outcomes.

NUR 5223 Strategies for Effective Instruction

This course introduces students to the components of the faculty role. Strategies for effective classroom, laboratory, clinical, and online instruction are explored, based on sound educational theories. Planning and executing instruction are considered, with a focus on the uniqueness of nursing education. Students develop a detailed lesson plan based on objectives.

NUR 5232 Practicum in Teaching

Under the supervision of an approved mentor, students complete 180 hours in an educational setting that provides opportunities to develop, deliver, and evaluate an instructional unit integrating

previously learned theories. Students will engage in professional role development and the acceptance of faculty responsibilities. Prerequisites are NUR 5203 and NUR 5223.

NUR 5303 Management Theory and Leadership

Philosophical and theoretical underpinnings of Leadership and management are explored, and used to develop the framing documents (philosophy, purpose, mission statement) of a health care agency.

NUR 5323 Seminar in Leadership

This course addresses the process of evaluation for the various components of a health care agency. Methods and techniques of evaluation are explored. The role of a nurse leader in a health care setting is addressed.

NUR 5332 Practicum in Leadership

Under the supervision of an approved mentor, students complete 180 hours in a practice setting that provides opportunities to participate in the various aspects of the Leadership role, integrating previously learned theories. Students will engage in professional role development. Prerequisites are NUR 5303 and NUR 5323.

NUR 5401 Theory and Practice in Addictions Care

Provides historical background of the treatment of substance abuse, dependence, and addiction, and follows the progression of addiction theory with current pharmacological and non-pharmacological interventions. Environmental, social, and political issues will be addressed, as will current state and federal laws as they pertain to the advanced nursing role. Strategies for group therapy will be practiced. The clinical hours will allow the student to assess and become involved in community efforts to identify and treat addiction. Prerequisite is NUR 5414.

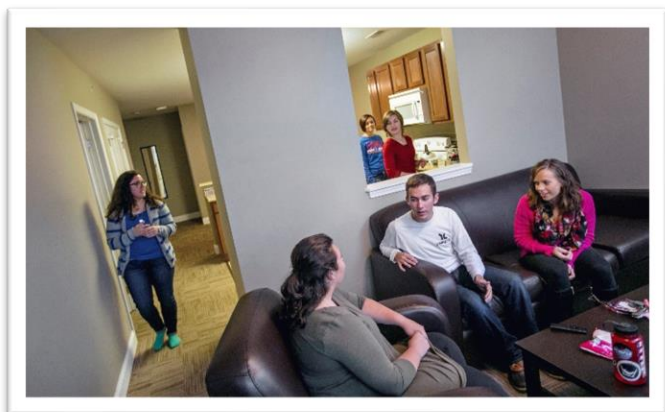
NUR 5403 Advanced Practice Psychiatric Mental Health Nursing Seminar I

Continues exploration of advanced psychiatric/mental health practice by focusing on principles of disease causation, treatment modalities, and systems of care. Strategies for management of a variety of diagnoses using a range of interventions will be addressed. Behaviors appropriate to various developmental levels and pathological etiology across the life span are explored. Prerequisites are NUR 5404 and NUR 5414.



NUR 5404 Foundations of Advanced Practice Psychiatric Mental Health: Theory, Non-Pharmacological Management of Psychiatric Disorders

Provides the foundation for advanced psychiatric/mental health practice by focusing on principles of disease causation including neuropathology, psychopathology, developmental issues, treatment modalities, and systems of care. Strategies for management of a variety of diagnoses using a range of interventions will be addressed. Behaviors appropriate to various developmental levels and pathological etiology across the life span are explored. Introduces conceptual models and theories as related to the clinical experience and will include mental health assessment and therapeutic communication unique to the specialized population. Integrates a wide variety of theoretical, clinical, research, and other non-pharmacological knowledge essential to the practice of advanced psychiatric mental health nursing with individuals, families, and groups across the lifespan in multiple settings. Supervised inter-professional practice is provided, with an emphasis on cultural concerns as applicable to this population. An exploration of legislation that influences mental health care is investigated. Initiation of a clinical supervision relationship is required.



NUR 5413 Advanced Practice Psychiatric Mental Health Nursing Practicum I

Focuses on the diagnosis and management of mental health problems and psychiatric disorders across the lifespan. A collaborative team approach incorporates family members, primary care providers and counselors. Students must demonstrate the ability to perform a comprehensive psychiatric evaluation while incorporating therapeutic communication skills. Provides opportunities to apply knowledge of standardized taxonomy systems and evidence-based screening guidelines to formulate a differential diagnosis. Requires students to develop and implement plans of care through faculty supervised clinical experiences with a preceptor, incorporating evidence-based practice guidelines. Performance of clinical skills at a basic level is expected. Clinical supervision is maintained through the clinical experience. Beginning skills using telehealth modalities are developed. Prerequisites are NUR 5404 and NUR 5414.

NUR 5414 Diagnostic and Psychopharmacological Strategies

Applies clinical and research knowledge of psychiatric disorders with emphasis on management of acute and chronic mental health problems and psychiatric disorders across the life span. Links knowledge of pharmacological therapies for individuals, families and groups. Critical thinking of advanced concepts in neuroscience, pharmacokinetics and pharmacodynamics

provides the foundation of the clinical management of psychiatric symptoms. These concepts provide for the medication selection, dosage and monitoring of all age groups and populations including prescriptive issues.

NUR 5423 Advanced Practice Psychiatric Mental Health Nursing Seminar II

Focus continues across the life span with the principles of psychiatric care appropriate to acute and conditions of all age groups. Acute and chronic conditions will be covered. The focus is on the management of psychoactive medications and concerns with side/adverse effects and compliance difficulties with a focus on rural populations. Psychosocial issues will be incorporated in developing the treatment plan. Strategies for enhancing community services will be emphasized. Prerequisites are NUR 5404, NUR 5414, NUR 5403, and NUR 5413.

NUR 5433 Advanced Practice Psychiatric Mental Health Nursing Practicum II

This clinical course builds on previous practicum experiences. Focuses on the advanced management of mental health problems and psychiatric disorders for individuals, families, and groups across the life span. Students will implement and evaluate the management of both common and complex mental health problems and psychiatric disorders. Provides opportunities for the synthesis, application, and evaluation of knowledge needed to provide evidence-based psychiatric care. Emphasis on strategies to lead the inter-professional health care team in quality improvement methods. Promotes the provision of high-quality, collaborative, and ethical care. Performance of clinical skills at the advanced level is required. The role of the advanced practice nurse in policy advocacy, influence, and development is addressed. The strategies for enhancing community services are practiced in this course. Termination of clinical supervision is performed. Co-Requisite is NUR 5433. Prerequisites are NUR 5404, NUR 5414, NUR 5403, and NUR 5413.

College of Sciences

MASTER OF ARTS IN BIOMEDICAL SCIENCES

The College of Sciences at Bluefield University offers the Master of Arts in Biomedical Sciences (MABS) degree in partnership with the Edward Via College of Osteopathic Medicine (VCOM). The MABS degree program curriculum places strong emphasis in human medicine and clinical applications.

Program Overview

The purpose of the M.A. in Biomedical Sciences program is to enhance students' academics to help them gain acceptance into a medical school or other healthcare program through a nine- or twelve-month, 35-37 credit hour, face-to-face or online delivery with emphasis on bio-medical course work, field study as well as seminars in professional development. In addition to obtaining proficient knowledge in biomedical sciences and biomedical education, students that participate in the program will have the ability to successfully engage in written and oral dialogue with peer and elemental audiences. Students in the program are expected to apply the highest ethical and professional standards as would be expected of practicing physicians. Meeting the benchmarks in the master's program can provide acceptance into the VCOM D.O. program on one of four campuses.

The MABS program supports the mission of Bluefield University by attracting individuals from rural areas, low socioeconomic status backgrounds, and underrepresented minorities, although acceptance is not limited to individuals from these groups.

Students in the MABS program may also be eligible to apply to the Bluefield University Master of Arts in Teaching Health Sciences Program offered by the School of Education. Additional information on this program can be found in this catalog. There is also linkage to the Master of Science in Anesthesiologist Assistant and the Appalachian College of Pharmacy.

Admissions

Admission to the MABS program is limited to candidates capable of performing on the graduate level. Applicants for admission must meet the following requirements prior to entry into the Master of Arts in Biomedical Sciences program.

- Earned baccalaureate degree from a CHEA recognized accredited institution.
- The following undergraduate courses must be completed with a grade of C or better prior to matriculation:
 - Biological Sciences – One year with laboratory
 - Physics – One year
 - General or Inorganic Chemistry – One year
 - Organic Chemistry – One year
 - English – One year

- Laboratories for Physics, General or Inorganic Chemistry, and Organic Chemistry are strongly encouraged for all applicants.
- Minimum GPA required for Track 1:
 - Overall GPA of 3.0
 - Prerequisite GPA of 3.0
 - Science GPA of 3.0
- Minimum GPA required for Track 2:
 - Overall GPA of 2.8
 - Prerequisite GPA of 2.8
 - Science GPA of 2.8
- All students are required to meet the Bluefield University Technical Standards for Admission and Continued Enrollment in the VCOM D.O. Program found in the MABS Student Handbook.
- A completed application for admission submitted through the Post Baccalaureate Centralized Application Service (Post-BacCAS)
- Two letters of recommendation – one from a premedical committee or science faculty member and one professional letter from a supervisor or shadowing mentor (preferred from an M.D. or D.O.) (submitted directly to the PostBacCAS).
- Official, verified, transcripts from all universities and/or colleges attended (submitted directly to the PostBacCAS)
- Demonstration of clinical experience.

While the MCAT is required to obtain admission to medical school, it is not required for admission to the Master of Arts in Biomedical Sciences program; however, students who enter the program having already obtained an MCAT score of 496 or higher have an advantage in that they have already met the MCAT component of the benchmarks required for admission into the VCOM DO program and can therefore focus solely on their BU MABS coursework.

Tracks

Track 1 | Track 1 is the most direct route from the BU MABS to the DO degree at VCOM (see MABS Student Handbook for more information). Students must have an undergraduate GPA of at least 3.0 to enter through this track.

Track 2 | Students in this track may be admitted to the BU MABS program with a 2.88-2.99 and those students that perform well can be interviewed for the BU Master of Health Science in Anesthesiology program or the Appalachian College of Pharmacy. In addition, students who have completed the MABS program with at least a 3.8 GPA and MCAT score of 496 or higher may be interviewed for the upcoming year at VCOM.

Note:

Many criteria beyond GPA play a role in the admissions process to this program, and acceptance into the program is competitive. While the Master of Arts in Biomedical Sciences program provides an opportunity for the student to demonstrate improved academic capability, it does not assure admission to a professional school.

Background Check Requirements

All incoming students are required to submit (directly to PreCheck) an application for a criminal background check. No other service will be accepted. A monetary fee (payable to PreCheck) must accompany the PreCheck application which is to

be submitted by the tuition deposit date. An offer of admission and continued enrollment is contingent upon acceptable results from an accepted student's Pre-Check report. Bluefield University/ VCOM reserves the right to put restrictions on or rescind an offer of admission based on information received on a background check. Also note that should any charge or arrest occur after acceptance, whether or not the accepted student was convicted, the student is required to inform Bluefield University/VCOM immediately when it occurs. Failure to report such charges or arrests, whether guilty or not, and/or failure to report immediately, within 24 hours, can result in the student's offer of admission being rescinded. Upon review of the charge, Bluefield University/VCOM reserves the right to rescind the offer of admission prior to matriculation.

Academic Policies

Academic Standing for the MABS Program

In line with the academic policies of Bluefield University, satisfactory academic standing for the MABS program requires that students must maintain a minimum grade point average of 3.0 on a 4-point scale. If a student's GPA falls below 3.0 at the end of any semester, the student will not be allowed to continue in the program. In order to continue in the program, students must petition the Provost, who will convene an ad-hoc committee to decide the student's status in the program. If approved to continue in the program, the student must create a plan for completion to be approved by the Dean of the College of Sciences. Grade appeals and grade changes will be consistent with the institution's existing academic policies and can be found in the Bluefield University Catalog.

Withdrawal Policy from on-campus MABS and online MABS: Students may withdraw from traditional MABS and online MABS courses according to dates established in the academic MABS Academic Calendar. While a student can withdraw from a course, repeat it at a later date, and earn their MABS degree, course withdrawal can have a negative impact toward obtaining program benchmarks toward acceptance to VCOM. In the traditional MABS program, a course withdrawal automatically negates eligibility toward the program benchmarks. In the online MABS program, benchmarks eligibility is negated if a student withdraws from a course after completing an exam or graded assignment. In both withdrawal cases, a student may still apply to VCOM but only outside of the special MABS enabled admissions pipeline. It should also be noted that a course withdrawal could negatively affect a conditional acceptance to VCOM obtained through the benchmarks.

Transfer credits: Courses may be transferred into the traditional MABS or online MABS programs; however, the transfer of any coursework into either program negates the ability to achieve benchmarks toward acceptance to VCOM. Individuals transferring in courses may still apply to VCOM through the normal admissions pathway, but will not be considered through the MABS enabled admissions processes. Transfer courses will, of course, count toward obtaining a MABS degree. All transfer courses from other academic institutions must be approved by the Program Director and the College of Sciences Dean.

Graduation Requirements for the MABS Program

A Master's degree is granted to and conferred upon candidates who:

- Have satisfied all academic requirements with an overall Bluefield GPA of 3.0 on a 4-point scale,
- Have a grade of "C" or higher for each course and
- Have settled all financial obligations with BU and its academic and clinical affiliates.

Graduate Program Records Policy

Records of students who have not completed requirements for the graduate program are retained for five years and are then destroyed. Complete records of students who have completed a Master of Arts in Biomedical Sciences are retained for ten years and are then destroyed other than transcripts which are retained permanently in the Office of the Registrar.

Program Outcomes

Students who successfully complete the Master of Arts in Biomedical Sciences program will be able to:

1. Demonstrate sufficient knowledge in biomedical sciences (anatomy, histology, embryology, physiology, neuroscience, microbiology, nutrition, and immunology, such that they will be viewed as viable candidates for acceptance to medical schools or other health related professional programs (Scientific Knowledge);
2. Effectively communicate scientific and health care related knowledge across audiences of various ages and knowledge backgrounds levels, adjusting their content, approach and delivery based upon their audience (Communication); and
3. Apply the highest ethical and professional standards – including appropriate professional attire, being dutiful, professional oral communication, professional correspondence, teamwork, taking responsibility for one's own actions and maintaining professionalism in one's personal social media presence (Professionalism).

Career Opportunities

This MABS degree is designed to provide enhanced academics toward acceptance to professional healthcare programs. Beyond medical schools, MABS graduated have routinely matriculated to podiatry, physician assistant, pharmacy and physical therapy programs.

Modality

The Master of Arts in Biomedical Sciences program is offered in the on-campus classroom on the Blacksburg campus and in an online format.

Degree Requirements

Students seeking the Master of Arts in Biomedical Sciences must complete 35-37 credit hours.

Master of Arts in Biomedical Sciences

Degree Requirements	Credits
MABS Core Requirements (On Campus or Online)	35-37
Required for Graduation	35-37

MABS On-Campus Core Courses	Credits
BMS 5012 Health Policy & Social Determinants of Health	3
BMS 5104 Biochemistry	3
BMS 5240 Human Nutrition	3
BMS 5308 Immunology	3
BMS 5313 Human Genetics with Clinical Correlations	3
BMS 5410 Histology/Embryology	4
BMS 5512 Field Seminar	2
BMS 5616 Medical Anatomy	3
BMS 5718 Cell Physiology	3
BMS 5719 Neuroscience	2
BMS 5818 Microbiology	3
BMS 5920 Research and Biostatistics	3
MABS On-Campus Core Total:	35

MABS Online Core Courses	Credits
BMS 5012 Health Policy & Social Determinants of Health	3
BMS 5104 Biochemistry	3
BMS 5220 Clinical Prevention and Public Health	3
BMS 5240 Human Nutrition	3
BMS 5308 Immunology	3
BMS 5313 Human Genetics with Clinical Correlations	3
BMS 5410 Histology/Embryology	4
BMS 5616 Medical Anatomy	3
BMS 5713 Neuroscience with Clinical Correlations	3
BMS 5718 Cell Physiology	3
BMS 5818 Microbiology	3
BMS 5920 Research and Biostatistics	3
MABS Online Core Total:	37

Completion Sequence – MABS On Campus

Fall Semester 1		Spring Semester 2	
BMS 5308	3	BMS 5240	3
BMS 5104	3	BMS 5012	3
BMS 5718	3	BMS 5410	4
BMS 5313	3	BMS 5512	2
BMS 5920	3	BMS 5616	3
BMS 5719	2	BMS 5818	3
Total	17	Total	18
Total			35

Completion Sequence – MABS Online

Fall Semester 1		Spring Semester 2	
BMS 5012	3	BMS 5220	3
BMS 5104	3	BMS 5308	3
BMS 5240	3	BMS 5410	4
BMS 5312	3	BMS 5718	3
BMS 5616	3	BMS 5818	3
BMS 5713	3	BMS 5920	3
Total	18	Total	19
Total			37

Completion Sequence – MABS Online (2 Year)

Fall Semester 1		Spring Semester 2	
BMS 5616	3	BMS 5220	3
BMS 5104	3	BMS 5718	3
BMS 5713	3	BMS 5410	4
Total	9	Total	10
Fall Semester 3		Spring Semester	
BMS 5012	3	BMS 5818	3
BMS 5312	3	BMS 5308	3
BMS 5240	3	BMS 5920	3
Total	9	Total	9
Total			37

BHS | Bio-Medical Science Courses

BMS 5012 Health Policy and Social Determinants of Health

This three-credit hour course provides students an understanding of the components of the United States' healthcare system and how current and proposed policies may impact the costs, quality, and accessibility of health care services. The students will be introduced to how health care is organized, delivered, and reimbursed. Topics for discussion will include, but not necessarily limited to the uninsured, health care disparities, health care cost, the role of public health, the health care workforce, prevention. All topics, where applicable, will be discussed in the context of the Patient Protection and Affordable Care Act of 2010 (ACA) and the intended and potential unintended consequences of the legislation.

BMS 5104 Biochemistry

This course emphasizes biochemical compounds, processes and systems, designed to provide the student with sufficient coverage of biochemical principles to facilitate learning and understanding in other biomedical and clinical science courses studied in a medical school environment.

BMS 5220 Clinical Prevention and Public Health

The content of this course is derived from the Healthy People Curriculum Task Force convened by the Association for Prevention Teaching and Research (APTR). The task force included representatives of seven health professional education associations representing allopathic and osteopathic medicine, nursing and nurse practitioners, dentistry, pharmacy, and physician assistants. All topics within this course fall under the following three framework components as defined by the task force: 1.) Foundations of Population Health, 2.) Clinical Preventive Services and Health Promotion and 3.) Clinical Practice and Population Health.

BMS 5240 Human Nutrition

This course includes advanced principles of the biochemistry, anatomy and physiology related to nutrition and focuses on the role of nutrition science in an individual's diet and health. Topics include macro- and micronutrients; digestion, absorption, and metabolism; body composition and weight management; vegetarianism; chronic disease; life cycle nutritional needs; food safety; and environmental issues. An evaluation of personal dietary habits using current dietary guidelines and nutritional assessment methods will also be completed to help students assess their own nutritional health.

BMS 5308 Immunology

This course emphasizes the principles and concepts of immunology as they pertain to clinical medicine, with a combination of didactic lectures and case-based and problem-based scenarios. Topics include cells and organs of the immune system, B and T cell development and activation, major histocompatibility complex, antigen processing and presentation, antibody diversity, tolerance, complement, cytokines, inflammation, hypersensitivity, vaccines, autoimmunity and immunodeficiency diseases, and host-pathogen interactions.

BMS 5312 Human Genetics

This course will focus on aspects of genetics that are pertinent to the practicing physician. Topics will include Mendelian genetics, molecular genetics, cytogenetics, clinical genetics, population genetics, epigenetics, genetic testing and genetic counseling. A portion of the course will be devoted to the future of medical genetics through several topics related to precision medicine.

BMS 5313 Human Genetics with Clinical Correlations

This course focuses on the underlying basic principles of human genetics as they apply to clinical medicine. The course contains basic concepts in genetics, including concepts of genes, traits, and inheritance; molecular aspects of gene expression, including DNA, RNA, and protein metabolism; the overall organization of the human genome, including gene organization, repetitive elements, and human variation; inheritance patterns for disease, including complicating factors; and clinical aspects of epigenetics, cancer, population genetics, pharmacogenetics, gene therapy and genetic screening programs. The student will be introduced to a number of genetic diseases with a focus on the genetic principles underlying those diseases. This course is taught in a lecture-based format and the student is tested through written or computer examinations.

BMS 5401 Survey of Community Health

Survey of Community Health is designed to be an introduction to the discipline of community health with an emphasis on current delivery systems and practices. A concerted focus will be to provide future physicians with a working knowledge of such systems and how to steer patients toward programs that provide intended therapeutic benefits. Current issues and alternate or proposed solutions and programs will be discussed.

BMS 5410 Histology/Embryology

The course will focus on the two sub-disciplines of anatomy not covered in the Fall Semester – histology (microscopic anatomy) and embryology (developmental anatomy). Both disciplines will be covered with emphasis on general principles and concepts as they pertain to clinical medicine, with a combination of didactic lectures and laboratory exercises.

BMS 5501, 5502, and 5503 Special Topics in Biomedical Sciences
The student will engage in course instruction, research and analysis of specific topics under the direction of a faculty member. Credit will be determined by course content. (On Demand)

BMS 5512 Field Seminar

Students will choose an international or Appalachian setting and spend 40+ hours interacting with populations who have limited access to basic health care due to remote site location, poverty, or other factors. Students choosing an international experience will participate in a mission trip focusing on health education and prevention among children and/ or community health family

surveys. Students choosing an Appalachian experience will be involved in public health, adult health education and/or a free clinic. Journal reflections and case study reports will comprise a portion of this course.

BMS 5616 Medical Anatomy

This course focuses on the gross anatomy of the human body with special emphasis on anatomical relationships, form/function relationships and how changes in anatomical forms can lead to disease states. Material is presented in a systems-based format. Surface anatomy, cross-sectional anatomy and various imaging modalities are utilized with laboratories also utilizing plastinated cadaveric material and digital anatomical models.

BMS 5718 Cell Physiology

This course is designed to provide essential concepts in medical physiology for future career in medicine and medical research. This information will be categorized into seven sections within one semester. Cell and muscle physiology, autonomic and endocrine regulation of body systems, cardiovascular, pulmonary, gastrointestinal, renal, and reproductive physiology will be covered. We will focus on normal physiological function of the major human organ systems and will discuss pathophysiology when it reinforces or highlights a particular physiological mechanism. Various approaches will be utilized including lectures, lecture notes, learning objectives, recommended readings from textbooks and primary sources, large and small group conferences, clinical case examples, and formal self-studies.

BMS 5713 Neuroscience with Clinical Correlation

The course provides an interdisciplinary approach to the understanding of the nervous system. It integrates various disciplines such as neurophysiology, neuroanatomy, and neuroendocrinology. The ultimate objectives and goals of the Neuroscience course are to provide an understanding of the structure, function and dysfunction of the nervous system. This course also establishes a foundation for further clinical evaluation of normal and pathological functioning of the nervous system. Within the neuroscience lectures, emphasis will be placed on teaching those aspects that are of particular use in the clinical environment and that will help to understand the pathophysiological mechanisms of the neurological syndromes. Correlations will be made to illustrate the relevance of the knowledge to the practice of medicine.

BMS 5719 Neuroscience

Neuroscience will begin with a foundation of cellular physiology including the topics of membrane physiology, the ionic and molecular basis of resting and action potentials, synaptic transmission, the physiology of neurotransmitters, and post-synaptic response and cellular signaling. This will build to the topics and motor, sensory and cognitive pathways with an emphasis on the associated anatomy and physiology. Finally, organs of special senses and their associated pathways will be discussed. Throughout the course, particular emphasis will be placed on topics of clinical relevance.

BMS 5818 Microbiology

Students will learn the structure, morphology, classification, isolation, identification, physiology, and life cycle of viruses, bacteria, fungi, and parasites. The course will focus on cell biology, genetics, virology, bacteriology, mycology, parasitology, and interactions with mammalian hosts. Examples will be given

from medically important organisms with reference to the diseases they cause, their epidemiology and laboratory diagnosis. Minimal detail will be given to the clinical aspect of microbial or parasitic diseases or to the host's immune response during an infection.

BMS 5920 Research and Biostatistics

Students will learn research techniques and biostatistics routinely used in clinical, biomedical and epidemiological research. Background material on the methods will be presented in lectures, and class will breakup to work in groups for discussion and group report preparation. Data from the international component of the Field Experience will be utilized for analysis and generation of a poster worthy of presentation at a national professional meeting.

MASTER OF HEALTH SCIENCE IN ANESTHESIA

The Master of Health Science in Anesthesia program is a dynamic graduate program training to the Anesthesiologist Assistant profession. The curriculum is a hybrid mixture of didactic instruction, immersive simulation-based learning in our state-of-the-art simulation center, and clinical clerkships with community anesthesia groups throughout the southeast United States. The integrated and physiologically based curriculum emphasizes themes of scholarship, quality improvement, professionalism, and servant leadership right from the start and is taught in parallel with the basic sciences that underpin anesthesia practice. We designed the curriculum with input from all sectors of the profession to provide the student with a strong foundation of medical and anesthesia knowledge, a robust clinical experience, and opportunities to enhance their career through advanced certification and humanitarian outreach experiences with our Appalachian and Caribbean partners. Most importantly, we stress the expectation that students "own their education" and be responsible for individual learning, which creates habits of lifelong development and equips them with the tools to engage and evaluate new information.

The MHSA Program is a contiguous seven-block model (including summer sessions) encompassing a 109-credit hour combination of didactic and simulation-based learning as well as significant clinical experience in anesthesia and perioperative medicine. A feature of the program is early introduction into the clinical setting with the goal of applying basic science and anesthesia-specific didactic knowledge. The MHSA student graduate will achieve a projected average of 2,500 patient-contact hours throughout the twenty-eight-month program, with primary clinical training sites at clinical affiliate anesthesiology groups within the Southeast United States.

As a jointly sponsored program with the Edward Via College of Osteopathic Medicine (VCOM), we offer students access to the tremendous educational resources of two institutions, all set on the stunning campus of Auburn University. These resources include interactive classrooms equipped with the latest media and computer technology, electronic journals and books, and a robust simulation program featuring high-fidelity immersive learning. Simulation experiences are introduced in the first block and intensify throughout the first year to better prepare the student for the clinical environment. To prepare for the complexity

of the clinical setting, students learn the principles of crisis management and non-technical skills to apply them in a high-fidelity setting in the immersive simulation lab.

Admissions

Prerequisite Admission Criteria

Admission to the VCOM-Bluefield University Master of Health Science in Anesthesia (MHSA) Program requires that the following criteria are met. Prospective students are selected by the Admissions Committee which considers the overall qualities of all applicants and gives highest consideration to applicants who:

- Are residents or natives of the Southeast United States;
- Demonstrate alignment with program mission and values;
- Have an excellent academic record;
- Have prior healthcare experience;
- Provide qualified and compelling personal references;
- Have served in the United States military;
- Hail originally from rural or underserved areas;
- Have experience with volunteerism and/or mission work;

Application Procedure

The program participates in the Centralized Application Service for Anesthesiologist Assistants (CASAA) for the receipt and processing of all applications. However, CASAA takes no part in the selection of our students. CASAA application packets may be obtained from the CASAA website. The program also allows direct application through the Program website with no associated application fees.

Once the CASAA application has been received by the Program, supplemental application will be made available online. Your complete application must be received no later than January 1st in order to be considered for admission for the June entering class. Once we receive the completed application, all materials listed below and the application fee, your file will be reviewed by the Director of Admissions. Applicants will not be considered for possible interview until all these requirements have been received. On the application portal, applicants are asked a range of demographic, personality, and interest topics. Applicants are encouraged to not "over-think" the answers to these questions as the dual intent of the questions is to provide a richer holistic view of the applicant and to aid the program in future service to students.

Academic Qualification Requirements for Admission

Applicants must have a Bachelor's degree (or its equivalent) from an accredited U.S. or Canadian college or university

Documentation of each of the prerequisites listed below have been completed at an accredited U.S. or Canadian institution of higher learning. Applicants may apply while still compiling prerequisite work, but all academic requirements must be completed satisfactorily before matriculation.

Please note:

- Substitutions are NOT permitted and survey courses for non-science majors are NOT acceptable.

- For those courses that have been repeated, the highest grade will be recognized.

The prerequisites listed below must be completed within 5 years of the application deadline. Applicants must submit official transcripts of all undergraduate and graduate course work for review by the Admissions Committee. All materials must be received by the November 15th deadline. *At the Program's discretion, clinician applicants having worked for five (5) or more years in an accepted healthcare provider role may be exempted from the time since conferral requirement.*

- Biochemistry – One semester of biochemistry is required. An advanced course in this subject is preferred and would meet the requirement but is not mandatory. *Bioengineering courses will not satisfy this requirement.*
- Human Anatomy – One semester of human anatomy is required. An advanced course in this subject is preferred and would meet the requirement but is not mandatory. *Courses in vertebrate embryology and developmental anatomy will not satisfy this requirement.*
- Human Physiology – One semester of human physiology is required. An advanced course in this subject is preferred and would meet the requirement but is not mandatory. *Courses in mammalian physiology and embryology will not satisfy this requirement. Courses combining anatomy and physiology will satisfy this requirement, but must be science-major based and at the 200-level or above.*
- Statistics – One semester of an advanced course in statistics for analytics or the life sciences; usually this is an applied statistics course and/or a statistics course with a calculus prerequisite. *Introductory, Elementary statistics, or 100 level courses will not satisfy this requirement. Introductory statistics course will be considered if the applicant also completes a Calculus course at the 200 level or above.*
- English with Expository or Creative Writing – One semester of an introductory English course with a writing component, creative or technical writing.
- Biology – One full year of biology course sequence with lab that stresses general concepts. *(Bioengineering, micro- or molecular biology, cellular biology, genetics, and/or histology will not satisfy this requirement)*
- Chemistry – One-year course sequence in general chemistry with lab.
- Organic Chemistry with Lab – One-semester course sequence in organic chemistry with lab. *Organic Chemistry II is highly recommended, but not required.*
- Physics – One-year course sequence in general physics with lab.

Courses with equivalent content will be considered. The MHSA Program follows the AACOMAS definition of science courses to determine science GPA and science hours. See the AACOMAS website for more information.

Additional Requirements for Admission

The MHSA Program has partnered with Portage Learning to develop a flexible pre-requisite course curriculum. All designated courses under this partnership have been pre-approved by the MHSA Program as maintaining equivalency to our prerequisite

coursework. These courses can be accessed on the Portage Learning website.

Standardized Test Scores: MCAT scores or other graduate-level standardized test scores are not required for admission. We request that applicants report previous MCAT and/or GRE scores for research purposes.

Wonderlic® Test of Cognitive Agility: Each applicant to the MHSA Program will complete an online cognitive agility examination prior to being invited for an interview. This assessment will specifically measure an applicant's fit for the CAA profession provide validated and highly reliable information that can help the Program make better selection decisions and student development plans. This tool will help the Program select the right candidates, develop their professional skills, and will maximize the likelihood of success for every student by quantifying several different aspects of a candidate's fit for the program. The test must have been taken within three (3) months of the application deadline.

Letters of Recommendation: Three letters of recommendation from persons familiar with the applicant's prior academic performance, potential, character, work habits, and suitability for graduate study leading into a career in clinical practice. The program highly recommends that all applicants submit recommendations of both a personal and professional nature speak to your aptitude, drive and personality fit for the CAA profession. The program requires that at least one of your letters of recommendation come from a healthcare provider (MD, DO, CAA, CRNA, PA, NP, etc.), preferably in the field of anesthesiology.

Personal Statement: Applicants will submit a short (no more than one page) personal statement. While the topic of the personal statement is determined solely by the applicant, it is highly encouraged that it reveals insight and introspection, displays proper grammar and syntax, is interesting and engaging, and illustrates the applicant's passion for, and dedication to, patient care and the Anesthesiologist Assistant profession.

Interviews: Personal interviews are offered to the most qualified applicants to assess interpersonal and communication skills, maturity, integrity, altruistic attitude, and commitment to a CAA career. Candidates participate in interviews with members of the Admission Committee, which is comprised of faculty and staff members of the MHSA Program, clinician preceptors, student body leadership and University administrators. Interviews are prescheduled and occur in July – December preceding matriculation and will be conducted at the Auburn campus. At the Program's discretion, a video-conferenced interview may be accommodated under extenuating circumstances. (All travel and lodging costs associated with the interview process are the responsibility of the applicant.)

Important Notes:

Students wishing to enter the Master of Health Science in Anesthesia Program should be aware that a prior felony conviction might restrict an individual's ability to obtain professional licensure or employment.

Acceptance into the MHSA program or its completion **does not** imply or guarantee that a student will be able to obtain such licensure or employment.

Foreign Graduate Admission: Prerequisite coursework, degrees or certifications obtained outside the United States or Canada are not considered necessarily equivalent in design or content. As such, academic credit conferred from a foreign institution will be evaluated on an individual applicant basis and acceptance of such will remain at the discretion of the Admissions Committee.

Applicants with foreign undergraduate, graduate or advanced degrees who would like to apply to the Master of Health Science in Anesthesia Program must meet the academic requirements listed above. Graduates of foreign institutions where English is not the primary language of instruction must present transcripts showing at least 18 semester hours of study from a regionally accredited college or university in the United States. Of these 18 semester hours: 3 hours must be in English Composition, English Literature, and Public Speaking (courses do not include ESOL). The remaining nine semester hours can be any course of the applicant's choosing (excluding physical education). In addition, international students must submit:

Standardized of English language ability

- Test of English as a Foreign Language (TOEFL) Internet (iBT): 85 / Computer (CBT): 223 / Paper (PBT): 565
- International English Language Testing System (IELTS) - minimum score of 6.5

Credit Conversion Policy: Bluefield University uses a semester system; however, the institution does accept quarter credit hours. Quarter credit hours are worth 2/3 of 1 semester hour. Quarter credit hours may be rounded to the nearest whole number at the discretion of the Admissions Committee with consideration given to the course work and grade earned.

Shadowing Experience: A clinical shadowing experience is highly recommended, but not required for admission to the MHSA program. During such, the applicant would be assigned to one anesthesia provider for the day to observe their work in the operating room setting. Shadowing provides the student an excellent opportunity to learn what an anesthesia provider does on a daily basis and to gain clinical experience. *The MHSA program does not coordinate or guarantee availability of shadowing experiences, and applicants must make accommodations themselves if they wish to participate.*

Academic Policies

Academic Standing for the MHSA Program

In line with the academic policies of Bluefield University, satisfactory academic standing for the MHSA program requires that students must maintain a minimum grade point average of 3.0 on a 4-point scale. If a student's GPA falls below 3.0 at the end of any block, the student will not be allowed to continue in the program. In order to continue in the program, students must petition the Dean of the Anesthesiologist Assistant Program, who will convene a Progress and Promotions Committee hearing to decide the student's status in the program. If approved to continue in the program, the student must create a plan for completion to be approved by the Dean. Grade appeals and grade changes will be consistent with the institution's existing academic policies and can be found in the Bluefield University Catalog.

Students are required to pass all courses in each block to progress to the next block. On occasion, upon the recommendation of the Progress & Promotion Committee and approval of the Dean, a student may carry an "IP" grade forward into the end of the next block or carry an "INC" grade into the next year. Students must pass each course with a "C" (70%) or better. For a student to be deemed as making satisfactory academic progress in the Foundation Phase, they must pass all courses in all blocks, successfully complete curricular requirements in the blocks, pass all components of the comprehensive competency testing, and meet all requirements set forth by the college. Students must also demonstrate appropriate professional and ethical behaviors in all environments, including but not limited to, the classroom, clinical setting, and community.

Students who are not performing well are initially referred to the Bluefield University Academic Center of Excellence or the VCOM Center for Institutional, Faculty, and Student Success. Once a student fails three exams in an academic year, their GPA falls below 3.0, or they have to remediate a course they are required to meet with a staff member from ACE or CIFSS. Students may also be required to participate in academic support services for other reasons in which lack of academic progress is determined. The Center meets with each student to identify academic strengths and weaknesses and develop an individualized academic plan. These students should also arrange a meeting with the Course Director. Those students who continue to be unable to make satisfactory progress in passing all courses and requirements are evaluated by the Progress & Promotions Committee. The Committee, in the process of determining eligibility for promotion or graduation, may consider the results of the student assessments, attendance, conduct and potential professional attributes in making final determinations.

Withdrawal Policy: Students may withdraw from courses according to dates established in the Academic Calendar. While a student can withdraw from a course, repeat it at a later date, and earn their degree, course withdrawal can have a negative impact toward obtaining program benchmarks toward graduation.

The Master of Health Science in Anesthesia program requires that each single degree AA student completes the MHSA degree within 150% of the standard time to achieve the degree (42 months following matriculation). The Dean makes the final decision regarding withdrawals, as to permanent or temporary. All withdrawals are considered voluntary (the term dismissed is used for all non-voluntary withdrawals). Students must follow the procedures for withdrawal to avoid dismissal.

A student choosing to withdraw from school after the commencement of classes must provide a written notice to the Dean utilizing the "Change of Status Form," available from the Dean. The notice must include the expected last day of attendance, must be signed, and dated by the student. The student must return the form and any designated issued items to the Dean for review and discussion about future plans.

To formally withdraw, the student must submit the "University Withdraw Form," available on MyBU (Student tab, Electronic Forms), to the Office of the Registrar. The withdraw date will be based on the last date of attendance. Failure to submit a Change of Status Form or the University Withdraw Form in a timely manner could result in a guaranteed readmission becoming void.

For any voluntary withdrawal, the MHSA Program recognizes and follows the date of determination as defined by the U.S. Department of Education in its Code of Federal Regulations. The MHSA Program follows the Department of Education withdrawal policy guidelines, which require that a student must be withdrawn from the academic program after missing 14 consecutive calendar days (including weekends and holidays) after the student’s last date of known attendance.

Transfer credits: The MHSA program rarely accepts transfer students. When a compelling reason exists, a student may be reviewed for transfer by the Ad-hoc Committee on Student Transfers. To be eligible for consideration, the transfer applicant must complete the appropriate transfer forms, obtain a letter of good standing from the Registrar of the college from which they are transferring, submit a copy of the Anesthesiologist Assistant program transcript, and meet the conditions outlined in the MHSA Program Student Handbook.

Credits will only be transferred from Anesthesiologist Assistant programs accredited by the Commission on Accreditation for Allied Health Education Programs (CAAHEP) or its successor organization. Credits eligible for transfer will be determined by the Admissions Committee. Furthermore, the MHSA Program makes no claim or guarantee that credit earned while enrolled in the VCOM-Bluefield MHSA Program will transfer to another institution.

Transfer credits accepted toward the student’s degree program will be included when calculating the SAP credit hour completion ratio (in both completed [earned] and attempted hours) and the 150% maximum time frame.

Graduation Requirements:

The degree of Master of Health Science in Anesthesia is granted to and conferred upon candidates who:

1. Are of good moral, professional, and ethical character;
2. Satisfied all academic requirements including all courses, clinical rotations, and Clinical Competency Exams with composite GPA of at least 3.0 (on a 4.0 scale);
3. Demonstrated all Anesthesiologist Assistant student competencies;
4. Meet all eligibility requirements to sit for the National Commission for Certification of Anesthesiologist Assistants (NCCAA) certification exam;
5. Completed all required exit paperwork and settled all financial obligations with Bluefield University, VCOM and all applicable affiliate and collaborative partners that has been incurred during or as a result of the academic program;
6. Completed all conferring of degree graduation requirements (including the graduation program unless a special exception has been granted for those finishing off cycle); and
7. Completed the exit process.

Program Outcomes

The graduates of the Master of Health Science in Anesthesia program will earn a MHSA degree with the expectation of acquiring the knowledge and skills in the following:

1. **Medical Knowledge:** Graduates must have mastery of established and evolving biomedical, clinical, and cognate sciences and the application of that knowledge to patient care.
2. **Practice-Based Learning:** Graduates must demonstrate the ability to critically evaluate their methods of clinical practice, integrate evidence-based medicine into patient care, show an understanding of research methods, and improve the quality of patient care.
3. **Professionalism:** Graduates must demonstrate the professional and ethical values expected of a CAA, building community and patient trust, and embracing the principles of medical jurisprudence related to patient care.
4. **Interpersonal & Communication Skills:** Graduates must demonstrate the effective interpersonal and communication skills required to build trust with patients from diverse populations, taking into consideration religious and cultural beliefs, alternative practices, and socioeconomic status to establish an effective health care plan.
5. **Patient Care:** Graduates must demonstrate the ability to effectively treat patients, providing anesthesia care that incorporates CAA principles and practices, empathy, awareness of behavioral issues, preventative medicine, and population health.
6. **Systems-Based Practice:** Graduates must demonstrate an understanding of healthcare delivery systems, provide effective and qualitative patient care within the system, and practice cost-effective anesthesia.

Modality

The Master of Health Science in Anesthesia program is offered in the on-campus classroom on the Auburn Alabama campus.

Degree Requirements

Students seeking the Master of Health Science in Anesthesia must complete 109 credit hours.

Master of Health Science in Anesthesia

Degree Requirements	Credits
Foundation Phase Requirements	66
Block One: Basic Science of Medicine	
Block Two: Clinical Immersion	
Block Three: Foundations of Anesthesia	
Integrative Phase Requirements	43
Block 4: Clinical Practicum	
Block 5: Anesthesia Specialty Care I	
Block 6: Anesthesia Specialty Care II	
Block 7: Transition to Practice	
Required for Graduation	109

Foundation Courses – Block One (Summer)	Credits
ANE 5004 Human Form & Function: Pharmacology for Anesthesia	4
ANE 5014 Human Form & Function: Human Physiology	4
ANE 5024 Human Form & Function: Clinical Anatomy	4
ANE 5033 Physics for Clinical Science	3

ANE 5303 Topics in Health Policy, Law & the Business of Medicine	3
ANE 5043 Basic Technical Skills of the Anesthetist	3
ANE 5902 Comprehensive Competency Examination I & II	2
ANE 5053 Technology & Monitoring in Anesthesia	3
ANE 5062 Cardiac Electrophysiology	2
ANE 5073 Patient Evaluation & Physical Assessment	3
ANE 5081 Themes in Anesthesia: Professionalism & Servant Leadership	1
Foundation Courses – Block One Total:	32

Foundation Courses – Block Two (Fall)	Credits
ANE 5093 Foundations of Clinical Anesthesia	3
ANE 5804 Clinical Practicum I	4
ANE 5911 Comprehensive Competency Examination III	1
ANE 5151 Themes in Anesthesia II: Diversity, Equity & Inclusion	1
Foundation Courses – Block Two Total:	9

Foundation Courses – Block Three (Spring)	Credits
ANE 5103 Pathophysiology & Disease Processes	3
ANE 5113 Applied Physiology for Anesthesia	3
ANE 5123 Anesthesia & Co-Existing Diseases	3
ANE 5133 Anesthesia Principles & Practices	3
ANE 5332 Health Care Quality Improvement	2
ANE 5143 Patient Optimization & Advanced Technical Skills	3
ANE 5922 Comprehensive Competency Exam IV & V	2
ANE 5211 Themes in Anesthesia III: Specialties of Anesthesiology	1
ANE 5162 Anesthesia Crisis Resource Management	2
ANE 5173 Anesthesia Non-Technical Skills	3
Foundation Courses – Block Three Total:	25

Integrative Courses – Block Four (Summer)	Credits
ANE 5817 Clinical Practicum II	7
ANE 5201 Context Appropriate Simulation Training I	1
ANE 5932 Comprehensive Competency Exam VI&VII	2
BMS 5920 Research Methods & Biostatistics	3
Integrative Courses – Block Four Total:	13

Integrative Courses – Block Five (Fall)	Credits
ANE 5836 Clinical Practicum III	6
ANE 5241 Context Appropriate Sim. Training II	1
ANE 5221 Professional, Ethical & Legal Concepts in Anesthesia	1
ANE 5941 Comprehensive Competency Exam VIII	1
ANE 5822 Capstone Project I	2
Integrative Courses – Block Five Total:	11

Integrative Courses – Block Six (Spring)	Credits
ANE 5856 Clinical Practicum IV	6
ANE 5951 Comprehensive Competency Exam IX	1

ANE 5231 Themes in Healthcare & Anesthesiology I	1
ANE 5842 Capstone Project II	2
Integrative Courses – Block Six Total:	10

Integrative Courses – Block Seven (Spring)	Credits
ANE 5866 Clinical Practicum V	6
ANE 5962 Certification Exam Preparation: Comprehensive Competency Examination X	2
ANE 5301 Themes in Healthcare & Anesthesiology II: Transition to Practice	1
Integrative Courses – Block Seven Total:	9

ANE | Anesthesia Courses

ANE 5004 Human Form & Function - Pharmacology for Anesthesia

The course introduces students to the study of pharmacology with clinical applications. Emphasis has been placed on the integration of clinical therapeutics of various anesthesia medications as well as basic principles and pharmacologic properties of clinically relevant medications. The course content provides an opportunity for students to deepen their understanding of the clinical use of medications. This course introduces basic principles of pharmacology and focuses on those drugs most often used in the practice of anesthesia, including inhaled anesthetics, opioids, barbiturates, benzodiazepines, anticholinesterases and anticholinergics, neuromuscular blockers, and adrenergic agonists and antagonists. The course provides an overview of drug actions, interactions, metabolism, methods of administration, dosages, side effects, precautions, and contraindications. This course focuses on the pharmacokinetics and pharmacodynamics of major drug classifications. Their interactions with anesthetic agents are discussed. Basic principles of drug action; absorption, distribution, metabolism, and excretion of drugs; mechanisms of drug action; toxicity. Basis for the use of medicines in pharmacologic therapy of specific diseases.

ANE 5014 Human Form & Function - Human Physiology

Human physiology seeks to understand the mechanisms that work to keep the human body alive and functioning through scientific enquiry into the nature of mechanical, physical and biochemical functions of humans, their organs and the cell of which they are composed. The principal level of focus of physiology is at the level of organs and systems within systems. As a detailed study of the functioning, integration and interrelationships of organ systems This course is designed to provide the student with the essential and fundamental concepts in medical physiology for a career in healthcare. This information will be categorized into six sections within one block, covering Cell & Muscle Physiology, Autonomic & Endocrine Regulation of Body Systems, Cardiovascular Physiology, Pulmonary, Gastrointestinal, Renal, and Reproductive Physiology.

ANE 5024 Human Form & Function - Clinical Anatomy

This course teaches students the structures within the human body; to include surface anatomy and diagnostic imaging, through regional study of prosected systems of the body. Utilizing lectures, discussion, models and prosected cadavers, students will have a structural introduction to the organ systems of the thorax, head and neck, abdomen, and pelvic vault. Upon

completion of the course, students will be able to identify normal anatomical structures, recognize abnormal anatomy, and determine the clinical implications of pathologic anatomy.

ANE 5033 Physics for Clinical Science

An introductory course to the physical principles and their clinical application in anesthesia. The course gives a firm grounding, avoiding complex mathematics and irrelevant detail. Measurement and monitoring are a key element of anesthesia for the Anesthesiologist Assistant. Topics covered will include fluid and gas laws, strain and pressure, imaging metrics, ionizing radiation and radiation safety, radioactivity, radiation therapy, computed tomography, nuclear medicine, ultrasound, and magnetic resonance imaging.

ANE 5043 Basic Technical Skills of the Anesthetist

This is an anesthesia laboratory in which we will begin our basic anesthesia concepts and skills. This course will incorporate all anesthesia classroom knowledge into the clinical setting as well as provide hands on work to learn our anesthesia skills. The knowledge base for this class includes the information learned in Intro to Clinical Anesthesia, Airway Management, Medical Terminology, Anatomy and Physiology. Skills learned in this class will be necessary for your introduction into your clinical anesthesia rotations where you will be performing all skills learned in this semester's lab. The skills learned are: (1) airway management including endotracheal intubation and laryngeal mask airway insertion; (2) anesthesia machine checkout; (3) patient monitoring; (4) intravenous insertion and management; and (5) patient positioning.

ANE 5053 Technology & Monitoring in Anesthesia

Students are taught the proper balance between circuits and engineering concepts and the clinical application of anesthesia instrumentation. Monitors and devices used in the operating room are studied with respect to principles of operation, calibration, and interpretation of data. Principles, application, and interpretation of various monitoring modalities including ECG, invasive and non-invasive blood pressure, oximetry, cardiac output, respiratory gas analysis, and respiration. Also includes intraoperative neurophysiology monitoring, temperature, renal function, coagulation/hemostasis, neuromuscular junction, transesophageal echocardiography, and ICP. The course covers advanced concepts of arterial pressure monitoring, ICP monitoring, transesophageal echocardiography, electric and radiation safety, and the hazards and complications of monitoring patients during anesthesia.

ANE 5062 Cardiac Electrophysiology

Acquiring a deeper understanding of the cardiovascular system and how it functions, students will practice basic electrocardiograph patient care techniques, applying legal and ethical responsibilities. Students learn the use of medical instrumentation, electrocardiogram theory, identification of and response to mechanical problems, recognition of cardiac rhythm and response to emergency findings. This course is designed to fill the needs of students who desire the ability to interpret the resting normal and abnormal ECG, as well as provide an overview of heart anatomy, function, and neurophysiology. Coursework includes basic and advanced ECG interpretation using simulators to understand an overview of heart anatomy, function, and electrophysiology. Diagnosis and practical applications of

electrocardiography and echocardiography as monitoring techniques in the operating room will be emphasized.

ANE 5073 Patient Evaluation & Physical Assessment

This course provides students with the tools to conduct a comprehensive medical interview. Students will learn effective methods for obtaining and documenting historical information, developing communication skills with patients and healthcare providers, and providing patient counseling through lectures, case discussions, simulations, and standardized patients. This course also provides students with the skills to perform a complete physical examination essential to patient evaluation and anesthetic management. Students will learn critical thinking skills, physical examination techniques, and interpretation and documentation of medical findings through participation in laboratory sessions, patient simulations, and small group discussions.

ANE 5081 Themes in Anesthesia I: Professionalism & Servant Leadership

Themes in Anesthesia I is the first of three Theme weeks during the Foundation Phase of the curriculum, followed by a 'threaded' theme course throughout the Integrative Phase. This course integrates thematic content with an emphasis on core concepts needed for professional clinical practice in the changing healthcare environment. Students will explore areas related to humanism in medicine including the themes of diversity, equity and inclusion, determinants of health, advocacy for the profession and sub-specialties of anesthesiology. Theme Week I focuses on professionalism and advocacy for the Anesthesiologist Assistant profession and the Anesthesia Care Team. This course exposes students to the societal, regulatory, ethical, and professional aspects of coming an Anesthesiologist Assistant. Students will learn the history of the AA profession and address specific topics including professional mobility, governmental funding, healthcare system structure, employment, credentialing, intra-professional communication, leadership, and resources for lifelong learning all through the lens of servant leadership.

ANE 5093 Foundations of Clinical Anesthesia

This course is a hybrid course, integrating immersive experience in clinical anesthesia and educates the student to work within the anesthesia care team (ACT) as an anesthesiologist assistant (AA). The coursework focuses on an introduction to experiences in the operating room with emphasis on the fundamental procedures and techniques used in administering an anesthetic. Prepares and educates the student to work within the anesthesia care team. The course includes a anesthetic techniques, hazards and complications, universal precautions and infection control, layout of the operating room, sterile fields and techniques, interacting with patients, starting intravenous catheters, and application of ASA-standard monitors. Students will utilize anesthesia simulator to gain the basic knowledge and usage of monitors. Preoperative assessment, IV placement techniques, airway management, intraoperative patient care and postoperative management are all emphasized in this course. Basic Life Support (BLS), Advanced Life Support (ACLS) and Pediatric Advanced Life Support (PALS) certification is required for course completion.

ANE 5103 Pathophysiology & Disease Processes

Pathophysiology is defined as the physiology of altered health. Pathophysiology deals with the study of structural and functional changes in cells, tissues, and organs of the body that cause or are

caused by disease. Pathophysiology also focuses on the mechanisms of the underlying disease process and provides the background for preventative as well as therapeutic health care measures and practices. In this course, students will have the opportunity to apply their knowledge of normal physiology while analyzing the consequences of pathophysiological processes and applying this analysis to basic diagnostic and treatment principles. Students will also be evaluating and analyzing current medical advances using the scientific process. This course focuses on the pathophysiology of the human cardiovascular, respiratory, and renal systems, and on how these systems are altered by various physiologic challenges. The concept of homeostasis is integrated with general disease processes such as injury, inflammation, fibrosis, and neoplasia to demonstrate ways in which perturbations in physiological regulatory mechanisms and anatomy result in pathophysiology. We particularly focus on the effects of stress and obesity on these systems, and on differences between men and women in the manifestation of diseases of these systems.

ANE 5113 Applied Physiology for Anesthesia

Anesthesia practice depends on the basic sciences of physiology and pharmacology, and this course summarizes the main aspects of physiology to anesthesiology. While anesthesia is intended to block or diminish the physiologic responses to painful stimuli, as well as the perception of pain, the neurologic effects are not the only important consideration. Circulatory and respiratory effects of anesthesia and perioperative events are also vital concerns. Additionally, interactions with the patient's pathophysiology can crucially affect the anesthetic course. This course offers Basic and applied human systems physiology with emphasis on topics and areas of special concern to the anesthetist. This course has been developed to instruct anesthesiologist assistant students in application of physiology with a focus on the clinical relevance of human physiology that pertains to patients in the perioperative period.

ANE 5123 Anesthesia & Co-Existing Diseases

The course offers a concise, thorough coverage of pathophysiology of the most common diseases and their medical management relevant to anesthesia. The primary aim of the course is to provide the guidance to the student needed to successfully manage or avoid complications stemming from pre-existing conditions with detailed discussions of each disease, the latest practice guidelines, and easy-to-follow treatment algorithms. The course will also present detailed discussions of common diseases, as well as highlights of more rare diseases and their unique features that could be of importance in the perioperative period, as well as specific anesthesia considerations for special patient populations—including pediatric, obstetric, medically-underserved, and elderly patients.

ANE 5133 Anesthesia Principles & Practices

This course offers a deep dive into specific surgical and procedural specialties to understand the implications on a derivative anesthetic plan. The course serves as the culmination of medical knowledge learned to this point and ties together knowledge and application domains for anesthetic plan development. Principles involved in the formulation of anesthetic plans based upon data obtained during the preoperative evaluation will be discussed, including the formulation and practices of different anesthetic plans and techniques as related to specific surgical procedures and pathophysiology. Advanced principles of anesthesia equipment, monitoring, documentation,

patient assessment, basic patient care, and infection control are examined with detailed studies of anesthetic techniques for different surgical procedures and for patients with acute and chronic diseases. Concepts of perioperative and psycho-social assessment, care plans, and anesthesia techniques are explored in detail.

ANE 5143 Patient Optimization & Advanced Technical Skills

A hybrid course experience in the standardized patient laboratory and anesthesia simulator will prepare the student for the usage and complete understanding of the monitors and practice of anesthesia. Students will apply their didactic knowledge to scenarios on the anesthesia simulator. Patient modalities are explored, such as pulse oximetry, capnography, and blood pressure monitoring systems. Laboratory experiments will develop the students understanding of anesthesia delivery systems, various types of breathing circuits, fresh gas flow effect, theory of dilutional methods of cardiac output monitoring, relations between mean circulatory filling pressures and central venous pressure. Additionally, the course expands upon the student skill set of tools to perform a comprehensive health assessment on clients across the lifespan. Builds knowledge of anatomy, physiology, pathophysiology, and health assessment skills previously attained in the curriculum. The diagnostic reasoning skills needed for clinical reasoning in the advanced practice role is emphasized.

ANE 5151 Themes in Anesthesia II: Diversity, Equity, Inclusion

Themes in Anesthesia II is a continuation in the series during the Foundation Phase of the curriculum, followed by a 'threaded' theme course throughout the Integrative Phase. This course integrates thematic content with an emphasis on core concepts needed for professional clinical practice in the changing healthcare environment. Students will explore areas related to humanism in medicine including the themes of diversity, equity and inclusion, determinants of health, advocacy for the profession and sub-specialties of anesthesiology. Theme II focuses on diversity, equity and inclusion in healthcare as well as seeking work-life balance through wellness. Healthcare professionals have a growing responsibility to improve diversity, equity, and inclusion (DEI) efforts not only for their employees, but also to better serve patients and their families. DEI has been a recent focus for many businesses and organizations across the world. But the healthcare industry has a particularly unique opportunity to make a greater impact, as it directly affects a broad set of patient health outcomes and quality of life in a profound way. The week-long intensive also explores aspects of wellness of mind, body, and spirit with a focus on work-life balance.

ANE 5162 Anesthesia Crisis Resource Management

Healthcare is a high-stakes industry that is prone to crises; this is especially true for acute care specialties such as anesthesiology and emergency medicine, in which healthcare practitioners must treat critically ill patients while facing diagnostic ambiguity, resource limitations, and numerous disruptions in chaotic work environments. To deliver safe and effective patient care, Anesthesiologist Assistants must execute highly coordinated team-based strategies. Crisis resource management (CRM) refers to a set of principles dealing with cognitive and interpersonal behaviors that contribute to optimal team performance. This course is designed around a two-fold objective: (1) understanding how human factors can improve patient safety; and (2) how to mitigate errors in anesthesia care through an appreciation for how they occur and how human providers react

in a crisis. Human factors are the study of how humans behave and interact with each other and their surroundings. It considers how humans interact in the perioperative workplace and how, due to the inevitability of human error, mistakes are likely to occur. In this course you will look at human factors in a healthcare environment, an area where it is vital to limit mistakes because human error can affect patient safety. Students will learn about systems that pre-empt the inevitability of human error and can help improve clinical practice and patient safety.

ANE 5173 Anesthesia Non-Technical Skills

This course is the practical corollary to ANE 5162 and integrates the principles of crisis resources management through immersive clinical scenarios and formative debrief of student performance. Integrating medical knowledge and clinical skills, non-technical skills should help to support safe and effective performance in everyday tasks and emergency situations. The ANTS premise describes the main observable non-technical skills associated with sound anesthesia fundamentals. The purpose of the system is to provide the Anesthesiologist Assistant student with a framework for describing non-technical skills and a tool to guide their assessment in an explicit and transparent manner. In short, the ANTS system supplies students with a language for discussing the 'behavioral aspects' of performance. It can be used for assessing an individual's behavior, to provide input for the training process, and for structuring feedback on skills development. Instructors utilize simulator technique to teach advanced principles of anesthesia, including case management, effective communication while under stress, diagnosis, and treatment of acute physiologic abnormalities, including support for and review of training in BLS and ACLS. A review of critical crisis management and rescue techniques, which are not often seen in practice.

ANE 5201 Context Appropriate Simulation Training

This course is a continuation in the student's exploration into cognition and decision-making under stressful situations, with recognition that performance of both novice and experienced anesthesia clinicians is limited in certain ways. The simulation-based course is designed expose students to difficult immersive situations to continually reinforce abnormal situation recognition, error mitigation and team dynamics. The course is a structured and systematic training in handling critical events, to provide reference source for such information, and to aid in handling emergency procedures to prepare students in advance and to support them as they manage crisis situations. Anesthesiologist assistants need to know how to manage a variety of resources effectively, bringing them together in concert as necessary to deal with the situation. The Context Appropriate Simulation Training (C.A.S.T.) System is based on the same principles while incorporating innovative simulation-based education and unique scenarios.

ANE 5211 Themes in Anesthesia III: Specialties of Anesthesiology

Themes in Anesthesia III is a continuation in the series during the Foundation Phase of the curriculum, followed by a 'threaded' theme course throughout the Integrative Phase. This course integrates thematic content with an emphasis on core concepts needed for professional clinical practice in the changing healthcare environment. In this section, students will explore an intensive instruction in the anesthesiology specialty areas of critical care, regional anesthesia, and pain medicine. The Theme III concentration areas are grouped together as important

components of the Perioperative Surgical Home in efficiency of care, patient safety, and transitions of care.

ANE 5221 Professional, Ethical, and Legal Concepts in Anesthesia

The course begins with a discussion on the basic principles of medical ethics and expands to include major principles and themes in clinical ethics. Topics covered include legal aspects of the doctor-patient relationship, informed consent and competence, privacy issues, end-of-life issues, organ donation, pediatric bioethics, responsible prescribing, and human genetics. Particular attention is paid to health disparities and the difficulties related to the development of normative ethical arguments in a multicultural context and the role a physician plays as a patient advocate. The course concludes by bringing attention to the ethical dilemmas faced when encountering the hidden values in the clinical setting.

ANE 5231 Themes in Healthcare & Anesthesiology I

Themes in Healthcare is the final installment of the Themes series of 'threaded' coursework throughout the Integrative Phase. This course integrates thematic content with an emphasis on core concepts needed for professional clinical practice in the changing healthcare environment. In this section, students will explore topics germane to planning and executing their Capstone project, the function, structure and economics of healthcare systems, and future practice models and technology within the anesthesiology field. The second part of the course focuses on the student's transition to practice, providing the students with a foundation in professional development topics related to employment and practice, such as maintaining certification, lifelong learning, developing, and fostering effective team-based practice, and successful long-term functioning within the larger healthcare system. Students will learn principles of professional interviewing, contract negotiations, health literacy, medical malpractice and reimbursement, servant leadership in practice, and cultural diversity impacting the provision of health care.

ANE 5241 Context Appropriate Simulation Training II

This course is a continuation in the student's exploration into cognition and decision-making under stressful situations, with recognition that performance of both novice and experienced anesthesia clinicians is limited in certain ways. The simulation-based course is designed expose students to difficult immersive situations to continually reinforce abnormal situation recognition, error mitigation and team dynamics. The course is a structured and systematic training in handling critical events, to provide reference source for such information, and to aid in handling emergency procedures to prepare students in advance and to support them as they manage crisis situations. Anesthesiologist assistants need to know how to manage a variety of resources effectively, bringing them together in concert as necessary to deal with the situation. The Context Appropriate Simulation Training (C.A.S.T.) System is based on the same principles while incorporating innovative simulation-based education and unique scenarios.

ANE 5301 Themes in Healthcare & Anesthesiology II

Themes in Healthcare is the final installment of the Themes series of 'threaded' coursework throughout the Integrative Phase. This course integrates thematic content with an emphasis on core concepts needed for professional clinical practice in the changing healthcare environment. The second part of the course focuses on the student's transition to practice, providing the students with

a foundation in professional development topics related to employment and practice, such as maintaining certification, lifelong learning, developing and fostering effective team-based practice, and successful long-term functioning within the larger healthcare system. Students will learn principles of professional interviewing, contract negotiations, health literacy, medical malpractice and reimbursement, servant leadership in practice, and cultural diversity impacting the provision of health care.

ANE 5303 Topics in Health Policy, Law & Business of Medicine

Future health professionals must obtain the knowledge and skills necessary to be competent practitioners. However, success also requires knowledge of the structure of the health system and health policies that impact patient care and health outcomes. Therefore, future health care professionals must understand how system issues and policies impact the delivery of patient care and the ability of patients to receive care. Also, medical professionals can serve as advocates for their patients and professions and understand the development of health policy and the characteristics and goals of effective health policy.

ANE 5332 Health Care Quality Improvement

In this course, students will acquire knowledge of practice transformation in specific ways to improve health care. Upon successful completion of the course, students will be eligible for the Certification by the Institute for Healthcare Improvement. The course modules address patient safety, health care leadership, the Triple Aim, patient safety, quality improvement, and patient-focused care. The first half of the course introduces patient safety, discusses the relationship between error and harm, explores how human factors impact safety, stresses the importance of teamwork and communications in delivering safe care, and explains how to respond to adverse events. The latter course content focuses on the challenges to continuous quality improvement, the model for improvement, approaches to implementing change, how to test and measure changes in the PDSA cycle, interpret quality improvement data, and lead quality improvement initiatives. The course also touches on patient-centered care and includes addressing implicit bias, the components of empathy, and effective communications, the Triple Aim for populations, what contributes to population health, and the importance of providing a high-value health care system. Students will be prepared to exhibit leadership in quality improvement, describe the characteristics of effective leadership, and practice different approaches to implement changes.

ANE 5804 Clinical Practicum I

During the first year of the program curriculum students encounter eight weeks of broad education in basic science disciplines relevant to the practice of anesthesiology. This academic year, termed the Foundation Year emphasizes the fundamental aspects of anesthesia, including basic physiology and pharmacology, and the skills involved in the administration of anesthesia and associated invasive and non-invasive monitoring. Much of this year is spent completing the didactic curriculum, with approximately 300 hours of clinical experience in the general operating rooms of adult hospitals. During the Foundation year students develop knowledge and skills in patient assessment and physical examination and optimization, vascular access, and airway management. Clinical experience is intertwined with didactic and simulation-based learning. The Clinical Performance Goals for the Foundation Year are pre-defined and must be satisfactorily completed prior to student promotion to the Integrative Year.

ANE 5817 Clinical Practicum II

Both clinical and non-clinical learning activities during the Integrative Year are based upon a philosophy of increasingly self-directed learning. The didactic lectures are presented in a seminar format directed toward critical review of literature on selected topics. The Block clinical exposure is primarily spent in general anesthesia rotations, but advanced student standing may allow some exposure to specialty areas of care. At the discretion of the Medical Directors, all students in good standing are given the opportunity to undertake satellite elective months. During the entire Integrative Phase, students are permitted to complete up to three (3) elective satellite rotations. Additionally, students may voluntarily utilize their vacation time between the fall and winter semesters for additional satellite rotations.

ANE 5822 Capstone Project I

In this course the student will learn about the importance of quality in healthcare and how they can contribute by implementing a project to improve processes of care and patient outcomes. The student will learn the steps in the QI process during short lectures and reflective exercises then will identify a clinically relevant project to address or a personal improvement project and apply the QI tools. The QI project will be considered within the context of inter-professional teams and from a systems perspective. Care environments are complex settings and call for a sophisticated set of collaborative teamwork skills and systems thinking. This course provides students with the opportunity to develop critical thinking and problem-solving skills. Students will learn how to connect the knowledge and attitudes developed in behavioral, basic, and clinical science courses to patient care. Increasing student capacity to seek and apply knowledge as individual problem solvers and members of a health care team are key to this course. The Project is a culminating activity that provides a way for students to demonstrate the knowledge and skills they acquired throughout the Program. It engages students in a project/experience that focuses on an interest relative to healthcare delivery, quality improvement, or coordinated perioperative care that synthesizes didactic study and real-world perspective.

ANE 5836 Clinical Practicum III

Both clinical and non-clinical learning activities during the Integrative Year are based upon a philosophy of increasingly self-directed learning. The didactic lectures are presented in a seminar format directed toward critical review of literature on selected topics. The Block clinical exposure is primarily spent in subspecialty anesthesia rotations, including pediatrics, cardiothoracic, neurosurgery, obstetrics, critical care and Perioperative Surgical Home. At the discretion of the Medical Directors, all students in good standing are given the opportunity to undertake satellite elective months. During the entire Integrative Phase, students are permitted to complete up to three (3) elective satellite rotations. Additionally, students may voluntarily utilize their vacation time between the fall and winter semesters for additional satellite rotations.

ANE 5842 Capstone Project II

This is a continuation of Capstone I and focused on the development and presentation of the Capstone Project. With the guidance of a faculty advisor, each student completes an approved master's paper during the final nine months of the clinical phase of the Program. Completion of this learning activity serves to deepen the students' fund of knowledge as well as promoting the development of critical thinking abilities through

critical analysis of current literature and exploration of key anesthesia care issues. Emphasis is placed on the enhancement of the students' abilities to communicate with precision, cogency, and force in both written and oral forms. Satisfactory completion of the capstone project is a final requirement of the M.H.Sc. degree. Conducting actual scientific research is not mandatory, but highly recommended. An in-depth review of the primary literature regarding a faculty-approved anesthetic topic is required. The project should be a systematic investigation of a topic in the anesthesia field and should demonstrate an ability to critically analyze and integrate pertinent literature. The final paper must be considered suitable for publication in a refereed professional journal.

ANE 5856 Clinical Practicum IV

Both clinical and non-clinical learning activities during the Integrative Year are based upon a philosophy of increasingly self-directed learning. The didactic lectures are presented in a seminar format directed toward critical review of literature on selected topics. The Block clinical exposure is primarily spent in subspecialty anesthesia rotations, including pediatrics, cardiothoracic, neurosurgery, obstetrics, critical care, and Perioperative Surgical Home. At the discretion of the Medical Directors, all students in good standing are given the opportunity to undertake satellite elective months. During the entire Integrative Phase, students are permitted to complete up to three (3) elective satellite rotations. Additionally, students may voluntarily utilize their vacation time between the fall and winter semesters for additional satellite rotations.

ANE 5866 Clinical Practicum V

Both clinical and non-clinical learning activities during the Integrative Year are based upon a philosophy of increasingly self-directed learning. The didactic lectures are presented in a seminar format directed toward critical review of literature on selected topics. The Block clinical exposure is primarily spent in subspecialty anesthesia rotations, including pediatrics, cardiothoracic, neurosurgery, obstetrics, critical care and Perioperative Surgical Home. At the discretion of the Medical Directors, all students in good standing are given the opportunity to undertake satellite elective months. During the entire Integrative Phase, students are permitted to complete up to three (3) elective satellite rotations. Additionally, students may voluntarily utilize their vacation time between the fall and winter semesters for additional satellite rotations.

ANE 5902 Comprehensive Competency Examination I & II

In its entirety, this course will provide a complete review of current anesthesia practice. The Comprehensive Competency Examinations (CCE) are administered at ten (10) intervals throughout the Anesthesiologist Assistant Program. These examinations serve to ensure continued development of the core fundamentals of anesthetic knowledge, retention of previously introduced concepts and assimilation of the didactic curriculum into clinical practice. The student will be expected to demonstrate depth and breadth of knowledge of the practice of anesthesia. The examination will also serve as a guide to relevant study material for the student prior to sitting for his or her national certification examination administered by the National Commission on the Certification of Anesthesiologist Assistants (NCCAA).

ANE 5911 Comprehensive Competency Examination III

In its entirety, this course will provide a complete review of current anesthesia practice. The Comprehensive Competency Examinations (CCE) are administered at ten (10) intervals throughout the Anesthesiologist Assistant Program. These examinations serve to ensure continued development of the core fundamentals of anesthetic knowledge, retention of previously introduced concepts and assimilation of the didactic curriculum into clinical practice. The student will be expected to demonstrate depth and breadth of knowledge of the practice of anesthesia. The examination will also serve as a guide to relevant study material for the student prior to sitting for his or her national certification examination administered by the National Commission on the Certification of Anesthesiologist Assistants (NCCAA).

ANE 5922 Comprehensive Competency Examination IV & V

In its entirety, this course will provide a complete review of current anesthesia practice. The Comprehensive Competency Examinations (CCE) are administered at ten (10) intervals throughout the Anesthesiologist Assistant Program. These examinations serve to ensure continued development of the core fundamentals of anesthetic knowledge, retention of previously introduced concepts and assimilation of the didactic curriculum into clinical practice. The student will be expected to demonstrate depth and breadth of knowledge of the practice of anesthesia. The examination will also serve as a guide to relevant study material for the student prior to sitting for his or her national certification examination administered by the National Commission on the Certification of Anesthesiologist Assistants (NCCAA).

ANE 5932 Comprehensive Competency Examination VI & VII

In its entirety, this course will provide a complete review of current anesthesia practice. The Comprehensive Competency Examinations (CCE) are administered at ten (10) intervals throughout the Anesthesiologist Assistant Program. These examinations serve to ensure continued development of the core fundamentals of anesthetic knowledge, retention of previously introduced concepts and assimilation of the didactic curriculum into clinical practice. The student will be expected to demonstrate depth and breadth of knowledge of the practice of anesthesia. The examination will also serve as a guide to relevant study material for the student prior to sitting for his or her national certification examination administered by the National Commission on the Certification of Anesthesiologist Assistants (NCCAA).

ANE 5941 Comprehensive Competency Examination VIII

In its entirety, this course will provide a complete review of current anesthesia practice. The Comprehensive Competency Examinations (CCE) are administered at ten (10) intervals throughout the Anesthesiologist Assistant Program. These examinations serve to ensure continued development of the core fundamentals of anesthetic knowledge, retention of previously introduced concepts and assimilation of the didactic curriculum into clinical practice. The student will be expected to demonstrate depth and breadth of knowledge of the practice of anesthesia. The examination will also serve as a guide to relevant study material for the student prior to sitting for his or her national certification examination administered by the National Commission on the Certification of Anesthesiologist Assistants (NCCAA).

ANE 5951 Comprehensive Competency Examination IX

In its entirety, this course will provide a complete review of current anesthesia practice. The Comprehensive Competency Examinations (CCE) are administered at ten (10) intervals throughout the Anesthesiologist Assistant Program. These examinations serve to ensure continued development of the core fundamentals of anesthetic knowledge, retention of previously introduced concepts and assimilation of the didactic curriculum into clinical practice. The student will be expected to demonstrate depth and breadth of knowledge of the practice of anesthesia. The examination will also serve as a guide to relevant study material for the student prior to sitting for his or her national certification examination administered by the National Commission on the Certification of Anesthesiologist Assistants (NCCAA).

ANE 5962 Certification Exam Preparation

In its entirety, the course will provide a complete review of current anesthesia practice framed against the primary topic areas of the certification exam delivered by the National Commission for Certification of Anesthesiologist Assistants (NCCAA). Students will be provided a thorough update on issues and topics germane to the professional practice of the AA, including the principles of anesthesia, pathophysiology, technology and monitoring, pharmacology, and subspecialty areas of anesthesiology. The course builds off the progressive curriculum-wide comprehensive examinations and provides a culminating review of material likely to be addressed on the national certifying exam.

Health and Safety

CRISIS MANAGEMENT PLAN

The purpose of the Bluefield University Crisis Management Plan is to give the BU campus community the appropriate tools and guidelines to react properly and professionally when a crisis occurs on campus. Preventing the occurrence of crises on campus is virtually impossible, but responding with proper perception and recovery are two areas that can be controlled. The purpose of the plan is to provide guidance and confidence in dealing with the crises that occur on campus.

All BU students, faculty and staff are encouraged to review the Crisis Management Plan and become familiar with the procedures. To view the plan in its entirety, visit www.bluefield.edu/pr where you'll find a student link and an employee link to the Crisis Management Plan. The plan resides within MyBU and is password protected so that only members of the BU family are familiar with its content. You will need your MyBU username and password to access the document. For questions or for more information, contact the BU Public Relations Office by phone at 276-326-4212 or by email at BUnews@bluefield.edu.

RAM-ALERT

Bluefield University's RamAlert is a wireless emergency notification system created in an effort to enhance communication to students, parents, faculty and staff during times of crisis on campus. Through RamAlert, trained and authorized Bluefield University administrators are able to warn the campus community of an impending emergency and provide timely information to minimize disruption and potentially prevent harm or protect lives. In the case of an emergency, subscribers to RamAlert will receive a text and/or e-mail message with details of the crisis and any necessary action plan. Participants must "opt in" to the system to receive the alerts. Messages, sent through a secure web portal, can be received via cell phone (text) or e-mail.

To subscribe to RamAlert, go to www.bluefield.edu/ramalert. From the RamAlert web page, click on either the employees or the students "subscribe" button to access the appropriate online subscription form. Please note, you must have an active MyBU account with a MyBU username (or Jenzabar ID) and password to sign up for RamAlert. During the registration process, you will need to provide your name, a username (i.e. your MyBU or Jenzabar ID), a password (i.e. your MyBU password), a mobile phone number, and an e-mail address.

And, while RamAlert is designed for members of the campus community, accounts for parents of students or spouses of employees may be created simply by using your MyBU username and password and registering a different mobile phone number and separate e-mail address.

SEXUAL HARASSMENT POLICY

Bluefield University affirms a commitment to Christian values and works to provide a campus community environment free from harassment. Bluefield University also is committed to recognizing, upholding, and enforcing the laws of the United States and the Commonwealth of Virginia. Violation of those laws shall not be condoned on the campus or at any activity held off campus by any constituency. It is the policy of the University, in keeping with its efforts to establish an environment in which the dignity and worth of all members of the community are respected, that any sexual harassment of students and employees is unacceptable conduct and will not be tolerated. Sexual harassment may involve the behavior of a person of either sex against a person of the opposite or same sex, when that behavior falls within the definition outlined below. The University's sexual harassment policy applies equally to all individuals classified as a student, faculty, or staff member. Any reported incident of possible sexual harassment or assault will be investigated promptly.

Harassment violates federal and state laws, including, but not limited to, Title VII of the Civil Rights Act of 1964, which prohibits harassment in the workplace, and Title IX of the Education Amendments of 1972, which prohibits harassment of students as a form of discrimination that denies or limits a student's ability to participate in or benefit from the University's programs. Inquiries about the University's sexual harassment policy should be directed to the Title IX Coordinator.

The Title IX Coordinator, Deputy Coordinators, and Investigators are the designated agents of the University with primary responsibility for coordinating Title IX compliance efforts. The Title IX Coordinator's responsibilities are crucial to the development, implementation, and monitoring of meaningful efforts to comply with Title IX legislation. The coordinators are responsible for developing and implementing the grievance procedures recommended by Title IX legislation. Those procedures include notification and investigation of complaints; providing educational materials and training for the campus community; coordinating investigations of complaints; safeguarding a fair and neutral process for all parties; and monitoring all other aspects of the University's Title IX compliance.

Adoption of procedures to provide prompt and equitable resolution of complaints is a critical function of the Title IX Coordinator. The Coordinator can assist persons alleging sexual harassment or discrimination in filing their grievance(s) and/or oversee the step-by-step procedure to be sure that appropriate time frames are met, or such persons may work directly with the university officer who directly handles sexual harassment and discrimination cases.

For those actions that have been determined to meet the specific guidelines of a possible Title IX violation please refer to the Title IX [website \(www.bluefield.edu/title-ix\)](http://www.bluefield.edu/title-ix).

Student Rights

Students have the right to:

- 1) be protected from any sex-based discrimination including sexual harassment, sexual assault, dating violence, domestic violence, and stalking
- 2) equitable and unbiased treatment of complainants (accuser) and respondents (accused)
- 3) a prompt and reasonable response from the University in light of the known circumstances to discuss the availability of supportive measures whether or not a formal complaint has been filed
- 4) expect immediate action regarding interim measures when there is a threat to life or safety of a victim
- 5) an explanation of the process for filing a formal complaint
- 6) adherence of an established grievance procedure by the University before the imposition of any disciplinary sanctions or other actions that are not supportive measures against a respondent.
- 7) be protected from retaliation for reporting or filing a complaint
- 8) confidentiality to the extent possible under the law
- 9) a live hearing with all notifications and rights pertaining to the grievance process and hearing
- 10) An advisor of the student's choosing for the grievance hearing
- 11) An appeal

How to Report an Incident

Any person may report a grievance relating to sex discrimination, including Sexual Harassment and Sexual Violence, whether or not the person reporting is the person who may be the victim of conduct being reported. A report may be made:

- in person during normal business hours;
- at any time during or outside of normal business hours by mail, telephone; or
- at any time using any other means that results in the Title IX Coordinator receiving the verbal or written report.

TITLE IX TEAM CONTACT INFORMATION

Title IX COORDINATOR:

Caroline Dixon
Office: 276.326.4594
Cell: 304.920.6601
cdixon@bluefield.edu
www.bluefield.edu/title-ix

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CAMPUS SAFETY

BLUEFIELD UNIVERSITY CAMPUS SAFETY

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MABS CAMPUS SAFETY:

Office: 540-231-6411

Leadership, Faculty, & Staff

UNIVERSITY EXECUTIVE LEADERSHIP

David W. Olive, 2007. President. B.S., Tennessee Technological University; M.Div., The Southern Baptist Theological Seminary; J.D., The University of Tennessee College of Law.

M. Ruth Blankenship, 2001. Vice President for Finance and Administration. B.S., Emory and Henry College; M.A., Virginia Polytechnic Institute and State University.

Joshua D. Cline, 2009, 2019. Vice President for Advancement. B.S., Bluefield University; M.P.A. in process, Marshall University.

Karl Hatton, 2022. Vice President for Admissions and Student Development. B.S., Mid-Continent University; M.A. Campbellsville University; Ph.D., University of the Cumberlands, (In Progress).

Corey Mullins, 2014. Athletic Director. B.S., Middle Tennessee State University; MBA, Bluefield University.

Patricia Neely, 2017. Executive Vice President for Online & Distance Education. MBA Averett College; Ed.D., University of Virginia.

Michael Salmeier, 2022. Provost and Chief Academic Officer. B.Th. Life Pacific University; M.A., Biola University; M.St., University of Oxford (UK); D.Phil., University of Oxford (UK).

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FACULTY DIRECTORY

Sarah Balance, 2022. Instructor of Biology. BS North Carolina State University, M.R. North Carolina State University, M.A. Bluefield University.

Michael Bandy, 2018. Assistant Professor of Accounting. B.S., Bluefield State College and M.S., Old Dominion University.

Paula Beasley, 2011. Co-Director of Library Services. B.A., Bluefield University; M.A.L.I.S., University of South Florida.

Wendy Stallard Beavers, 2000. Assistant Professor of History; Department Chair of History. B.A., B.S., Bluefield University; M.A., Virginia Polytechnic Institute and State University.

Paul W. Bennett, 2016. Assistant Professor of Economics. B.A., Oxford University; M.A., Oxford University; Ph.D., George Mason University.

Lewis O. Brogdon, 2018. Associate Professor of Christian Studies; Dean of Institutional Effectiveness and Research; B.A., Bluefield University; M.Div., Louisville Presbyterian Theological Seminary; Ph.D., Regent University.

Shellie Brown, 2017. Associate Professor and Director of Teacher Education. B.S., Bluefield State College; M.A., Bluefield University; Ed.D., Liberty University.

Lewis A. Buterakos, 2002. Associate Professor of Mathematics; Department Chair of Mathematics. B.S., M.S., Ph.D., Virginia Polytechnic Institute and State University.

Monica Capp, 2019. Assistant Professor, Director of Psychiatric Mental Health Nurse Practitioner Program, B.S.N., M.S.N, University of Pittsburgh, FNP, University of South Carolina, PMHNP, University of South Alabama.

Henry Clary, 2016. Assistant Professor of Christian Studies. B.A., University of North Florida; M.Div., Ph.D., Southwestern Baptist Theological Seminary.

Angela Cline, 2022. Associate Professor of Business; Dean of Caudill School of Business. B.S., Concord College; M.B.A., Walden University; D.B.A., Walden University.

Yosely Cruz-Fernandez, 2016 Assistant Professor of Nursing; Assistant Dean of the School of Nursing; Program Director for the Baccalaureate Nursing Program, B.S.N. University of Massachusetts; M.S.N. Wayne State University; D.N.P. Vanderbilt University.

Jeffrey A. Disibbio, Assistant Professor of Criminal Justice. B.S., Radford University; B.S., Bluefield University; J.D., Regent University Robertson School of Law.

Kevin W. Downer, 2011. Assistant Professor of Sport Management; Director of Sport and Recreation Management. B.A., California University of Pennsylvania; M.S., West Virginia University.

Kimberly P. Farmer, 1989. Professor of Criminal Justice; Dean of the School of Criminal Justice; Department Chair of Criminal Justice; Pre-Law Advisor. B.A., J.D., West Virginia University.

Leslie Floyd, 2019. Assistant Professor of Early Childhood Education; Department Chair of Early Childhood Education; B.A. and B.S., Radford University; M.S., Arizona State University.

Mark K. Gettle, 2009. Assistant Professor of Management & Leadership; Department Chair of Management and Leadership. B.S., Virginia Commonwealth University; M.A., Strayer University; Ph.D., Capella University.

Lisa Hite, 2020. Assistant Professor of Criminal Justice; B.S. Bluefield University; Ph.D. Virginia Polytechnic Institute and State University.

Crystal W. Kieloch, 2000. Assistant Professor of English; B.S., Bluefield University; M.A., Union Institute and University.

Francine Kirby, Assistant Professor of Nursing, B.S.N., Mountain State University; M.S.N., Mountain State University.

Emily A. Lambert, 2010. Professor of Biology; Dean of the College of Sciences, the Master of Arts in Biomedical Sciences Program; B.S., Concord College; Ph.D., Virginia Polytechnic Institute and State University.

Paul R. Lemon, 2020. Assistant Professor of Education and Church Music; B.A., Moody Bible Institute; M.M., Southwestern Baptist Seminary; MBA, Western Governors University; Ed.S., Liberty University; D.Min., Midwestern Baptist Seminary.

Werner A. Lind, 1992. Co-Director of Library Services; B.A., Bethel College; M.A., Eastern Mennonite Seminary; M.L.S., Indiana State University.

Challen Mabry, 2020. Assistant Professor of Counselor Education. B.A., Hollins College; M.A. and Ph.D., Virginia Polytechnic Institute and State University.

Darrin Martin, 2019. Associate Professor of Education. Dean of Academic Success and ACE Center; B.S., Bluefield State College; M.S., Radford University; Ed.D., Virginia Tech University.

Rebecca McCoy-Reese, 2001. Assistant Professor of Theatre & Technical Director; Artist in Residence; Department Co-Chair of Theatre; B.A., Georgetown College; M.R.E., Southern Baptist Theological Seminary.

Mark Milberger, 2022. Assistant Professor of Church Music and Worship Arts. BM Duquesne University; M.M. Rider University.

Douglas W. Minnix, 2001. Associate Professor of Exercise and Sport Science; Department Chair of Exercise & Sport Science; Director of Sport Medicine. B.S., Bluefield University; M.S., University of Tennessee; Ph.D., Virginia Tech University.

Andrew Necessary, 2019. Assistant Professor of Music. B.S., Elon College; M.M. and Ph.D., University of North Carolina at Greensboro.

Patricia W. Neely, 2017. Executive Vice President for Online and Distance Education; B.B.A., Radford University; M.B.A., Averett University, Ed.D., University of Virginia.

Michael Scott Nichols, 2022. Associate Professor of Anesthesia, Program Director of the Anesthesiologist Assistant Program. B.S., University of Dayton; M.S., Case Western Reserve University School of Medicine; M.B.A., University of Dayton.

Joshua Pittman, 2020. Assistant Professor of English. B.A., Campbell University; M.A., East Carolina University; Ph.D., Baylor University.

Karen Raymond, 2022. Assistant Professor of Counseling. B.S., Guilford College; M.S., North Carolina Agricultural & Technical State University; Ph.D., Virginia Polytechnic Institute and State University.

Charles M. Reese, 2001. Professor of Theatre; Department Co-Chair of Theatre; Artistic Director. B.A. Samford University; M.F.A. University Tennessee; further study, Florida State University.

Irene M. Rieger, 2011. Associate Professor of English. B.A., Samford University; M.A., University of Florida; Ph.D., Case Western Reserve University.

Gregory Allen Roberts, 2014. Assistant Professor of Graphic Communications; Department Chair of Graphic Communication; B.A., Concord University; M.A., West Virginia University.

Michael Salmeier, 2022. Provost and Chief Academic Officer. B.Th. Life Pacific University; M.A., Biola University; M.St., University of Oxford (UK); D.Phil., University of Oxford (UK).

Joe C. Saunders, 2007. Professor of Chemistry. Department Chair of Chemistry. B.S., Messiah College; Ph.D., Pennsylvania State University.

Jessica H. Sharp, 2014. Professor of Nursing; Dean, School of Nursing; B.S.N., Marshall University; M.S.N., Ohio State University; Ph.D., George Mason University.

Chris Shoemaker, 2018. Assistant Professor of Communication. B.S. and M.B.A., West Virginia University.

Brandy Smith, 2018. Assistant Professor of Education and Counseling. B.S., Bluefield University; M.A., Virginia Polytechnic Institute and State University.

Tracey M. Stout, 2003. Associate Professor of Christian Studies; Dean of the College of Arts and Letters; Department Chair of Christian Studies. B.A., M.A., Hardin-Simmons University; Ph.D., Baylor University.

Jeffrey Teo, 2017. Professor of Cyber Security; Department Chair of Cybersecurity. B.S., M.S., Western New England University; Ph.D., Nova Southeastern University.

Kelly G. Walls, 1995. Associate Professor of Criminal Justice; B.S., Bluefield State College; M.S., Ph.D., Southwest University. F.B.I. National Academy (142nd Session).

Shawn P. White, 2009. Assistant Professor of Christian Studies; Director of General Education. Faculty Athletic Representative. B.S., University of New Brunswick; M.A., M.Div., Acadia Divinity College; Ph.D., University of Edinburgh.

Meghan Wilson, 2018. Assistant Professor of Biology. Department Chair of Biology. B.S., M.S., and Ph.D., Virginia Polytechnic Institute and State University.

Robert Wynn, 2017. Assistant Professor of Nursing; Coordinator of Clinical Practicums; B.S.N., Bluefield State College; M.S.N., Radford University; D.N.P., West Virginia University.

ADJUNCT FACULTY

Norma Acord, Instructor of Art. B.A. Studio Art Concord University; M.F.A., Ceramics University of Mississippi.

Ramona Alger, Instructor of Mathematics. B.A., Houghton College; M.S., Wake Forest University; Ph. D., Virginia Polytechnic Institute

Debra Austin, Instructor of Business Administration. B.S., Western Governors University; M.B.A., Western Governors University; Ph.D., George Fox University.

Juleigh K. Bailey, Instructor of Management & Leadership. B.S., Bluefield University; M.S., Mountain State University.

Vanessa Bailey, Instructor of Nursing. B.S., West Virginia University Institute of Technology; M.S.N., Bluefield University.

Melissa Baker, Instructor of Nursing. B.S.N., Bluefield State College; M.S.N., Mountain State University

Stephen Baldwin, B.S., Concord University; M.Ed., Fairmont State University; Ed.D., Liberty University.

Shannon Bashlor, Instructor of Nursing, B.S.N., College of West Virginia; M.S.N., West Virginia University.

Erika E. Bell, Instructor of Exercise Science. B.S., Marietta College; M.S., West Virginia Wesleyan.

Thomas Brewster, Instructor of Education. B.A., Bluefield University; M.S., Radford University; Ed.D. Virginia Polytechnic Institute and State University.

Chad Brown, Instructor of Education. B.S., Bluefield University; M.S., Concord University; Ed.S., Liberty University; Ed.D., Liberty University.

Michelle Brown, Instructor of Education. B.S., Bluefield University; M.Ed., Concord University; Ed.D., Liberty University.

Kathleen Buterakos, Instructor of Math. B.S., Virginia Polytechnic Institute and State University; M.S., Virginia Polytechnic Institute and State University.

Nikki Byrd, Instructor of Psychology, B.A., Ferrum College; M.S., Capella University.

Nicole Chicklo-Kaklis, Instructor of Business. B.S., Saint Francis University; M.B.A., Saint Francis University.

Ernest Compton, Instructor of Business. B.A., Emory and Henry College; M.S., Radford University; M.B.A., Liberty University; J.D., Taft University School of Law.

Emily Cook, Instructor of Psychology and Human Services. B.A., Bluefield University; M.Ed., Liberty University; M.A., Liberty University.

Gail Davidson, Instructor of Nursing. B.S.N., West Virginia Wesleyan; M.S.N., West Virginia University; M.B.A., University of Dallas.

Nancy Davidson, 2016. Assistant Professor of Nursing, B.S.N., M.S.N., West Virginia University; M.B.A., University of Dallas; D.N.P. Radford University.

Susan Davis, Instructor of Criminal Justice; B.S., Bluefield University; M.S., Liberty University.

Elizabeth Elam, Instructor of English. B.A., Randolph-Macon Woman's College; M. Ed., University of Virginia; Ed.D., University of Virginia.

Mark Estep, Instructor of Christian Studies. B.A., The University of Virginia's College at Wise; M.A., Liberty University; M.S., Liberty University.

Abiola Fapetu, Instructor of Business. M.B.A., Alliant International University; D.B.A., Alliant International University.

Leah Feyh, Instructor of Nursing. B.S., George Washington University; B.S.N., University of Virginia; M.S.N., Samuel Merritt; D.N.A.P., Virginia Commonwealth University.

Jenna Fitzgerald, B.S., The University of Virginia's College at Wise; M.A., Western Kentucky University; Ph.D., Virginia Polytechnic Institute and State University

Harold Steve Graham, Instructor of Management & Leadership. M.B.A., LeTourneau University; M.Ed., Dallas Baptist University.

Mary Beth Greer, Instructor of Math Education. B.A., Emory and Henry College; M.Ed., University of Virginia.

Lynn Heramis, Instructor of Counseling. B.A. University of Southern California; M. Ed., Virginia Polytechnic Institute and State University.

Michael J. Henry, Instructor of Management & Leadership. B.S., Bluefield State College; M.A., A.B.D., West Virginia University, Ed.D., East Tennessee State University.

Henry Carl Hess, B.A., Alderson Broaddus University; M.M., Duquesne University; D.M., James Madison University.

Nicholas Hinkle, Instructor of Music. B.A., Bluefield University.

Julia Hood, Instructor of Business. B.S., Nyack College; M.S., The College of New Rochelle; Ph.D., Capella University.

Cheryl Hovey, B.S., Wheelock College; M.S., Wheelock College; Ed.D., Walden University.

Jeremy Howell, Instructor of Nursing. B.S., Embry-Riddle Aeronautical University; M.H.A., Baylor University; D.H.A., University of Mississippi.

Ellen Jones, Instructor of Nursing. B.S., Springfield College; M.S., University of Southern Mississippi; Ph.D. University of Mississippi Medical Center.

Constantine Kaklis, Instructor of Exercise and Sport Science. B.A., Purdue University; M.A. Ed., Bethel University.

Jacob Key, B.S., Bluefield University; M.B.A., Bluefield University.

Paul Lambert, Instructor of Business. B.S., Bluefield University; M.S., Capella University.

Cameron Lee, Instructor of Christian Studies. B.A., University of Richmond; M.Div., Gordon-Conwell Theological Seminary.

Richard V. Lewis, Instructor of Music. B.A., Morris Harvey College; M.A., Liberty University.

Melissa Linkous, Instructor of Sign Language. B.S., Bluefield University; M.S., Old Dominion University.

Brittany Long, Instructor of Nursing. B.S.N., University of Jamestown; M.S.N., University of North Dakota.

Barry Losey, Instructor of Christian Studies. B.A., Louisiana College; M.Div., Ph.D., Southwestern Baptist Theological Seminary.

Dewey Lusk, Instructor of Exercise Sport Science. B.A., Emory & Henry College; M.A., Gardner-Webb College.

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Brittany McInturff, Instructor of Music. B.S., Tennessee Technological University; M.M. Ed., Kent State University.

Elizabeth Metcalfe, Instructor of Education. B.S., Bluefield University; M.Ed., Regent University.

Sherelle Morgan, Instructor of Business. B.A., University of Virginia; M.B.A., Bluefield University.

Rose Morton, Instructor of Nursing; B.S.N., WV Institute of Technology; M.S.N., Bellarmine University, DNP, West Virginia University.

Corey Mullins, Instructor of Business. B.S., Middle Tennessee State University; M.B.A., Bluefield University.

Okey Nwokolo, Instructor of Counseling. B.S., University of Nigeria; M.S., University of Lagos.

Gary Poulton, Instructor of History. B.A. Marshall University; M.A. Marshall University; Ph.D., Miami University.

Jonathan Pruitt, Instructor of Business. B.S., Bluefield University; M.Ed., Virginia Polytechnic Institute and State University.

Karen Raymond, Instructor of Counseling. B.S., Guilford College; M.S., North Carolina Agricultural & Technical State University; Ph.D., Virginia Polytechnic Institute and State University.

Robert Redd, Instructor of History. B.S., West Virginia University; M.A., Southern New Hampshire University.

Deborah W. Rullman, Instructor of Human Services. B.S., University of Pittsburgh at Johnstown; M.E., Edinboro State College; Ph.D., College of William and Mary.

Sally Sale, Instructor of Nursing, B.S.N., Marshall University; M.S.N., West Virginia University.

Railynn Saunders, Instructor of Chemistry. B.S., Cedar Crest College; M.S., Pennsylvania State University.

Jessica Sheets, Instructor of Nursing, B.S.N., Liberty University; M.S.N. Mountain State University.

Joshua Shroyer, Instructor of Exercise and Sport Science. B.S., Boise State University; M.S., Montana State University.

Walter Shroyer, Instructor of Art. B.F.A., University of Georgia; M.F.A., Pennsylvania State University.

Troy Snyder, Instructor of Psychology and Human Services. B.S., Liberty University; M.S., Georgia State University.

Christopher Stacy, Instructor of Education. B.A., Bluefield University; M.S., Radford University; Ed.S., Ed.D., Virginia Polytechnic Institute and State University.

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Kristy Stout, Instructor of Human Services. B.B.S., Hardin-Simmons University; M.S.S.W., University of Texas at Arlington.

Betsy E. Summerfield, Instructor of Management & Leadership. B.S., Appalachian State University; M.B.A., Golden Gate University; Ed.D., East Tennessee State University.

Paul M. Upton, Instructor of Management & Leadership. B.S., Bluefield University; M.B.A., College of William and Mary.

Robert C. Walker, Instructor of Mathematics. B.S., Alderson-Broadus College; M.Ed., Edinboro College.

Gail Webb, Instructor of English. B.A., Bluefield University; M.S., Radford University;

Spencer Wood. B.A., B.S., Bluefield University; M.S., California University.

April M. Workman, Instructor of Education. B.S., Barton College; M.S.Ed., Old Dominion University; Ph.D., Virginia Polytechnic Institute and State University.

Eric Workman, Instructor of Education. B.S., Bluefield University; M.S.Ed., Old Dominion University; Ed. D., Virginia Polytechnic Institute and State University.

Melissa Yowell, Instructor of Music. B.A., Appalachian Bible College; M.M. Ed., Bob Jones University.

STAFF

Full Time Staff

Baylee Allen, Women's Head Softball Coach
Christopher Allen, Assistant Baseball Coach
Katrina Allen, Student Accounts Assistant
Stephen Baldwin, Assistant Athletic Trainer
Erika Bell, Head Athletic Trainer
Louis Belt, Head Men's and Women's Tennis Coach
Gabriel Blakman, Advancement Services Coordinator/Office Manager
Ruth Blankenship, Vice President for Administration & Finance
Derek Bolden, Admissions Counselor
Jacob Braswell, Senior Counselor/Team leader Online and Graduate
George Brown, Director of Academic Advocacy
Kierra Brown, Resident Director
Nikki Byrd, Advising and Student Success Coach
Eric Campbell, Head Track and Field Coach
Nicole Chicklo-Kaklis, Faculty Support Coordinator
Josh Cline, Vice President for Institutional Advancement
Emily Cook, Director of Counseling Services
Emily Coppola, Transfer & International Admissions Counselor
Markell Cox, Head Women's Basketball Coach
Caroline Dixon, Human Resource Specialist/IST Financial Manager
Phillip Dunford, Assistant Football Coach
John Embrescia, Campus Safety Officer
Charles "Buddy" Gallemore, Head Women's Volleyball Coach
Karl Hatton, Vice President for Admissions and Student Development
Shanna Her, Enrollment Support Specialist
Brian Hill, Director of Biomedical Sciences Program
Stormy Hill, Assistant Athletic Trainer
Deven John, Head Men's Volleyball Coach
Devon Jackson, Assistant Football Coach
Chris Johnson, Director of Residence Life
Bethany Justis, Enrollment Support Specialist
Dino Kaklis, Assistant Football Coach
Hal Keene, Director of Planned Giving and Major Gifts
Mike Ketchum, Assistant Football Coach
Jacob Key, Director of Athletic Business Operations
Olivia Kinser, Student Accounts Assistant
Jennifer Lamb, College Registrar and Veterans Certifying Official
Jon Leftwich, Campus Safety Officer
Paul Lemon, Dean of Registration Services and Primary Designated School Official for International Students (SEVP)
Earnest Lilly, Head Men's and Women's Golf Coach
Dewey Lusk, Head Football Coach
Gil Lusk, Assistant Football Coach
Alisha Maloyed, Enrollment Technology and Automation Specialist
Burma McChesney, MTN and Director of Academic Services
Aundrea McDaniel, Assistant Athletic Trainer
Richard Morgan, Head Men's Basketball Coach
Sherelle Morgan, Director of Online Admissions
Jessy Mounts, Assistant Director of Finance & Administration
Corey Mullins, Athletic Director
Daniel Mullins, Creative Content and Social Media Coordinator
David Olive, President
Brooke Osborne, Coordinator for On-Campus Admissions

Justin Parnell, Network Manager
Cathy Payne, Student Success Coach
Judy Pedneau, Director of Human Resources
Wayne Pelts, Assistant Director of ACE
Lauren Pizzo, Financial Aid Director
Rachel Price, Bluefield Central Customer Support Specialist
Tabitha Price, Assistant Registrar/Operations
Bob Redd, Sports Information Director
Patrick Ritter, Women's Soccer Coach
Tim Robinette, Director of Applications Development
Gary Ruth, Director of Campus Safety
Melanie Sarver, Accounts Payable Manager
Garrett Schilling, Assistant Baseball Coach/Game Day Assistant
Haley Shaw, Admissions Counselor
Amanda Shelton, Financial Aid Advisor
Josh Shroyer, Associate Athletic Trainer
Laquodra Simmons, Enrollment Counselor
Alex Smith, Head Men's Soccer Coach
Chelsie Smith, Financial Aid Advocate
Robert Smith, Webmaster
Jennifer Thorn, Accreditation Specialist, School of Education and Counselor Education
Jason Waelti, Head Wrestling Coach
Mason West, Campus Pastor
Mike White, Head Baseball Coach; Assistant Athletic Director
Audrey Whitt, Administrative Assistant Education

Part-Time Staff

Alandra Blume, Music Accompanist
Hal Crenshaw, Campus Bus Driver
Emily Lusk, Executive Director of NOSW
Shirley Mutter, Controller
Willie Sparks, Assistant Softball Coach
Andrea Stinson, Graduate Assistant for Men's/Women's Basketball
Ashley Taylor, Head Cheerleading Coach

Academic Calendar

2023-2024 ACADEMIC YEAR

Fall 2023 | 8 Week Terms Online

Term 1

First day of Fall Term 1 courses	Aug. 16 (Wed)
First day of Semester Long courses	Aug. 16 (Wed)
Last day to add Fall Term I courses	Aug. 18 (Fri)
Last day to drop a Fall Term I course	Aug. 22 (Tue)
Labor Day (Offices closed)	Sept. 4 (Mon)
Graduation Application Deadline	Sept. 15 (Fri)
Last day to withdraw from Fall Term I	Sept. 19 (Tue)
Last day of Fall Term I courses	Oct. 10 (Tue.)
Final grades due for Fall Term I	Oct. 17 (Tue.)

Term 2

First day of Fall Term 2 courses	Oct. 11 (Wed)
Last day to add Fall Term 2 courses	Oct. 13 (Fri)
Last day to drop a Fall Term 2 course	Oct. 17 (Tue)
Registration for Spring Terms begins	Oct. 23 (Mon)
Last day to withdraw from Fall Term 2	Nov. 14 (Tue)
Thanksgiving Break (Offices closed)	Nov. 22-24 (Wed – Fri)
Last day of Fall Term 2 courses	Dec. 5 (Tue)
Last day of Semester Long courses	Dec. 5 (Tue)
Final grades due	Dec. 12 (Tue)

Spring 2024 | 8 Week Terms Online

Term 1

First day of Spring Term 1 courses	Jan. 10 (Wed)
First day of Semester Long online courses	Jan. 10 (Wed)
Last day to add Spring Term I courses	Jan. 12 (Fri)
Martin Luther King Day (Offices closed)	Jan. 15 (Mon)
Last day to drop a Spring Term I course	Jan. 16 (Tue)
Last day to withdraw from Spring Term I	Feb. 13 (Tue)
Last day to apply for May graduation	Feb. 23 (Fri)
Last day of Spring Term I courses	Mar. 5 (Tue.)
Final grades due for Spring Term I	Mar. 12 (Tue.)

Term 2

First day of Spring Term 2 courses	Mar. 6 (Wed)
Last day to add Spring Term 2 courses	Mar. 8 (Fri)
Last day to drop a Spring Term 2 course	Mar. 12 (Tue)
Registration for Summer & Fall Terms	Mar. 25 (Mon)
Easter Holiday (Offices closed)	Mar. 28-Apr. 1
Last day to withdraw from Spring Term 2	Apr. 9 (Tue)
Last day of Spring Term 2 courses	Apr. 30 (Tue)
Last day of Semester Long courses	Apr. 30 (Tue)
Graduate Commencement	May 11 (Sat)

Fall 2023 | Fall Term 3

Last day to pay and register for Fall Term 3	Dec. 11 (Mon)
First day of Fall Term 3 courses	Dec. 11 (Mon)
Last day to add a Fall Term 3 course	Dec. 13 (Wed)
Last day to drop a Fall Term 3 course	Dec. 13 (Wed)
Christmas/New Year's Holiday – Office Closed	Dec. 23 – Jan 1
Last day to withdraw from a Fall Term 3 course	Dec. 21 (Thu)
Campus offices reopen – regular schedule	Jan. 2 (Mon)
Last day of Fall Term 3 courses	Jan. 7 (Sun)
Final grades due for Fall Term 3 courses	Jan. 15 (Mon)

Summer 2024 | 7 Week Terms Online

Term 1

First day of Summer Term 1 classes	May 8 (Wed)
Last day to add a class for Summer Term 1	May 10 (Fri)
Last day to drop a course	May 13 (Mon)
Last day to drop classes with a grade of "W"	May 24 (Fri)
Memorial Day (Offices closed)	May 27 (Mon)
Last day of Summer Term 1 classes	Jun. 25 (Tue)
Final grades due for Summer Term	Jul. 1 (Mon)

Term 2

First day of Summer Term 2 classes	Jul. 3 (Wed)
Last day to add a class for Summer Term 2	Jul. 5 (Fri)
Last day to drop a course	Jul. 9 (Tue)
Last day to drop classes with a grade of "W"	Jul. 17 (Wed)
Last day of Summer Term 2 classes	Aug. 20 (Tue)
Final grades due for Summer Term 2	Aug. 26 (Mon)

Fall 2023 | MABS Semester

First day of the Fall Semester	Jul. 24 (Mon)
Orientation Day	Jul. 24 (Mon)
Census date for all classes	Jul. 31 (Mon)
Students not financially cleared dropped	Aug. 2 (Wed)
Labor Day holiday (no classes)	Sept. 4 (Mon)
Last day to withdraw from a course	Sept. 29 (Fri)
Last day of the Fall Semester	Nov. 21 (Tues)
Final grades due	Dec. 1 (Fri)

Spring 2024 | MABS Semester

First day of the Spring Semester	Jan. 2 (Tue)
Census date for all classes	Jan. 8 (Mon)
Students not financially cleared dropped	Jan. 9 (Tues)
Appalachian Outreach Trips	TBD
Last day to withdraw from a class	Mar. 19 (Tues)
Easter Break (no classes)	Mar. 29-Apr. 1
Last day of the Spring Semester	May 10 (Fri)
"C" or below grades are due	May 10 (Fri)
Graduate Commencement	May 11 (Sat)
Final grades due	May 15 (Wed)

Fall 2023 | MABS Semester – Online Courses

Start of Term 1	Jul. 3 (Mon)
Orientation Day	Jul. 3 (Mon)
Census Date	Jul. 10 (Mon)
Students not financially cleared dropped	Jul. 11 (Tue)
Last Day to Drop with a "W"	Aug. 4 (Fri)
Last Day of Term 1	Aug. 25 (Fri)

Grades for Term 1 Due	Sept. 1 (Fri)	Registration for Spring Terms begins	Oct. 28 (Mon)
Start of Term 2	Aug. 28 (Mon)	Last day to withdraw from Fall Term 2	Nov. 19 (Tue)
Census	Sept. 5 (Tues)	Thanksgiving Break (Offices closed)	Nov. 27-29 (Wed – Fri)
Students not financially cleared dropped	Sept. 6 (Wed)	Last day of Fall Term 2 courses	Dec. 10 (Tue)
Last day to drop a class with a grade of "W"	Oct. 1 (Fri)	Last day of Semester Long courses	Dec. 10 (Tue)
Last Day of Term 2	Oct. 20 (Fri)	Final grades due	Dec. 17 (Tue)
Grades for Term 2 Due	Oct. 27 (Fri)		

Start of Term 3	Oct. 23 (Mon)
Census	Oct. 30 (Mon)
Students not financially cleared dropped	Oct. 31 (Tue)
Last day to drop a class with a grade of "W"	Nov. 27 (Mon)
Last Day of Term 3	Dec. 20 (Wed)
Grades for Term 3 Due	Dec. 27 (Wed)

Spring 2025 | 8 Week Terms Online

Term 1	
First day of Spring Term 1 courses	Jan. 15 (Wed)
First day of Semester Long online courses	Jan. 15 (Wed)
Last day to add Spring Term I courses	Jan. 17 (Fri)
Martin Luther King Day (Offices closed)	Jan. 20 (Mon)
Last day to drop a Spring Term I course	Jan. 21 (Tue)
Last day to withdraw from Spring Term I	Feb. 18 (Tue)
Last day to apply for May graduation	Feb. 23 (Fri)
Last day of Spring Term I courses	Mar. 11 (Tue.)
Final grades due for Spring Term I	Mar. 18 (Tue.)

Term 2	
First day of Spring Term 2 courses	Mar. 12 (Wed)
Last day to add Spring Term 2 courses	Mar. 14 (Fri)
Last day to drop a Spring Term 2 course	Mar. 18 (Tue)
Registration for Summer & Fall Terms	Mar. 31 (Mon)
Easter Holiday (Offices closed)	Apr. 18-21 (Fri-Mon)
Last day to withdraw from Spring Term 2	Apr. 15 (Tue)
Last day of Spring Term 2 courses	May 6 (Tue)
Last day of Semester Long courses	May 6 (Tue)
Graduate Commencement	May 17 (Sat)

Spring 2024 | MABS Semester – Online Courses

Start of Term 1	Jan 2 (Tue)
Orientation Day	Jan. 2 (Tue)
Census Date	Jan. 9 (Tue)
Students not financially cleared dropped	Jan. 10 (Wed)
Last Day to Drop with a "W"	Feb. 2 (Fri)
Last Day of Term 1	Feb. 23 (Fri)
Grades for Term 1 Due	Mar. 2 (Fri)

Start of Term 2	Feb. 26 (Mon)
Census	Mar. 4 (Mon)
Students not financially cleared dropped	Mar. 5 (Tue)
Last day to drop a class with a grade of "W"	Mar. 22 (Fri)
Last Day of Term 2	Apr. 19 (Fri)
Grades for Term 2 Due	Apr. 26 (Fri)

Start of Term 3	Apr. 22 (Mon)
Census	Apr. 29 (Mon)
Students not financially cleared dropped	Apr. 30 (Tue)
Graduate Commencement	May 11 (Sat)
Last day to drop a class with a grade of "W"	May 17 (Fri)
Last Day of Term 3	Jun. 14 (Fri)
Grades for Term 3 Due	Jun. 21 (Fri)

Fall 2024 | Fall Term 3

Last day to pay and register for Fall Term 3	Dec. 16 (Mon)
First day of Fall Term 3 courses	Dec. 16 (Mon)
Last day to add a Fall Term 3 course	Dec. 18 (Wed)
Last day to drop a Fall Term 3 course	Dec. 18 (Wed)
Christmas/New Year's Holiday – Office Closed	Dec. 23 – Jan 1
Last day to withdraw from a Fall Term 3 course	Dec. 26 (Thu)
Campus offices reopen – regular schedule	Jan. 2 (Wed)
Last day of Fall Term 3 courses	Jan. 12 (Sun)
Final grades due for Fall Term 3 courses	Jan. 20 (Mon)

2024-2025 ACADEMIC YEAR

Fall 2024 | 8 Week Terms Online

Term 1	
First day of Fall Term 1 courses	Aug. 21 (Wed)
First day of Semester Long courses	Aug. 21 (Wed)
Last day to add Fall Term I courses	Aug. 23 (Fri)
Last day to drop a Fall Term I course	Aug. 27 (Tue)
Labor Day (Offices closed)	Sept. 2 (Mon)
Graduation Application Deadline	Sept. 15
Last day to withdraw from Fall Term I	Sept. 24 (Tue)
Last day of Fall Term I courses	Oct. 15 (Tue.)
Final grades due for Fall Term I	Oct. 22 (Tue.)

Term 2	
First day of Fall Term 2 courses	Oct. 16 (Wed)
Last day to add Fall Term 2 courses	Oct. 18 (Fri)
Last day to drop a Fall Term 2 course	Oct. 22 (Tue)

Summer 2025 | 7 Week Terms Online

Term 1	
First day of Summer Term 1 classes	May 14 (Wed)
Last day to add a class for Summer Term 1	May 16 (Fri)
Last day to drop a course	May 19 (Mon)
Last day to drop classes with a grade of "W"	May 23 (Fri)
Memorial Day (Offices closed)	May 26 (Mon)
Last day of Summer Term 1 classes	Jun. 24 (Tue)
Final grades due for Summer Term	Jul. 1 (Tue)

Term 2	
First day of Summer Term 2 classes	Jul. 2 (Wed)
Last day to add a class for Summer Term 2	Jul. 4 (Fri)
Last day to drop a course	Jul. 8 (Tue)
Last day to drop classes with a grade of "W"	Jul. 18 (Fri)
Last day of Summer Term 2 classes	Aug. 19 (Tue)
Final grades due for Summer Term 2	Aug. 25 (Mon)

Fall 2024 | MABS Semester

First day of the Fall Semester	Jul. 22 (Mon)		
Orientation Day	Jul. 22 (Mon)	Grades for Term 2 Due	Apr. 25 (Fri)
Census date for all classes	Jul. 29 (Mon)		
Students not financially cleared dropped	Jul. 31 (Wed)	Start of Term 3	Apr. 21 (Mon)
Labor Day holiday (no classes)	Sept. 2 (Mon)	Census	Apr. 28 (Mon)
Last day to withdraw from a course	Sept. 27 (Fri)	Students not financially cleared dropped	Apr. 29 (Tue)
Last day of the Fall Semester	Nov. 26 (Tues)	Last day to drop a class with a grade of "W"	May 16 (Fri)
Final grades due	Dec. 6 (Fri)	Graduate Commencement	May 17 (Sat)

Spring 2025 | MABS Semester

First day of the Spring Semester	Jan. 6 (Mon)		
Census date for all classes	Jan. 13 (Mon)		
Students not financially cleared dropped	Jan. 14 (Tues)		
Appalachian Outreach Trips	TBD		
Last day to withdraw from a class	Mar. 25 (Tues)		
Easter Break (no classes)	Apr. 18-21		
Last day of the Spring Semester	May 16 (Fri)		
"C" or below grades are due	May 16 (Fri)		
Graduate Commencement	May 17 (Sat)		
Final grades due	May 21 (Wed)		

Fall 2024 | MABS Semester – Online Courses

Start of Term 1	Jul. 1 (Mon)
Orientation Day	Jul. 1 (Mon)
Census Date	Jul. 8 (Mon)
Students not financially cleared dropped	Jul. 9 (Tue)
Last Day to Drop with a "W"	Aug. 2 (Fri)
Last Day of Term 1	Aug. 23 (Fri)
Grades for Term 1 Due	Aug. 30 (Fri)
Start of Term 2	Aug. 26 (Mon)
Census	Sept. 3 (Tues)
Students not financially cleared dropped	Sept. 4 (Wed)
Last day to drop a class with a grade of "W"	Sept. 27 (Fri)
Last Day of Term 2	Oct. 18 (Fri)
Grades for Term 2 Due	Oct. 25 (Fri)
Start of Term 3	Oct. 21 (Mon)
Census	Oct. 28 (Mon)
Students not financially cleared dropped	Oct. 29 (Tue)
Last day to drop a class with a grade of "W"	Nov. 25 (Mon)
Last Day of Term 3	Dec. 18 (Wed)
Grades for Term 3 Due	Dec. 23 (Wed)

Spring 2025 | MABS Semester – Online Courses

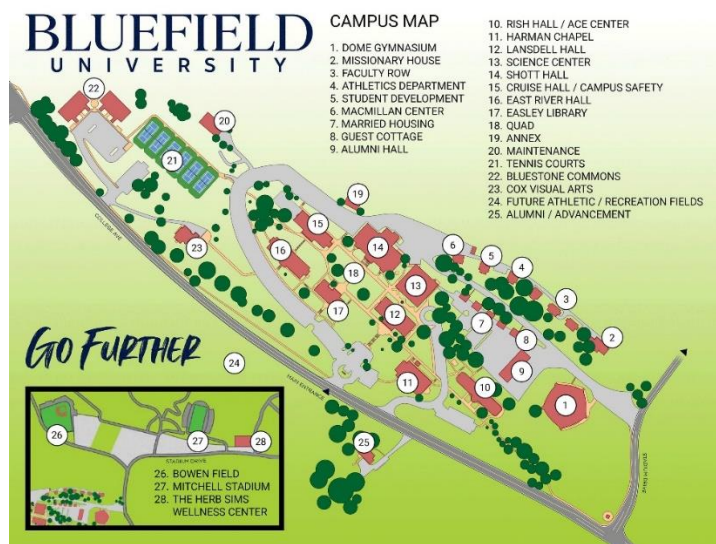
Start of Term 1	Jan 6 (Mon)
Orientation Day	Jan. 6 (Mon)
Census Date	Jan. 13 (Mon)
Students not financially cleared dropped	Jan. 14 (Tue)
Last Day to Drop with a "W"	Feb. 7 (Fri)
Last Day of Term 1	Feb. 21 (Fri)
Grades for Term 1 Due	Feb. 28 (Fri)
Start of Term 2	Feb. 24 (Mon)
Census	Mar. 3 (Mon)
Students not financially cleared dropped	Mar. 4 (Tue)
Last day to drop a class with a grade of "W"	Mar. 21 (Fri)
Last Day of Term 2	Apr. 18 (Fri)

Contact Bluefield University

Bluefield University
 3000 College Avenue
 Bluefield, VA 24605
www.bluefield.edu

GENERAL CONTACT INFORMATION

General Information	276.326.3682
Bluefield Central <i>(registrar, student accounts, financial aid)</i>	276.326.4215
FAX	276.326.4288
Toll Free	800.872.0175
Academic Affairs	276.326.4203
Advancement	276.326.4370
Alumni	276.326.4208
Athletics	276.326.4330
Campus Store	276.326.4260
Campus Ministry	276.325.4471
Campus Safety	304.887.1795
Enrollment Management	276.326.4231
Office of the President	276.326.4201
Public Relations	276.326.4212
Residential Life	276.326.4473
Student Development	276.326.4207



DRIVING DIRECTIONS

Traveling Interstate 77 North

1. Take Exit 1 from I-77 North immediately after passing through East River Mountain Tunnel (the Bluefield, Route 52 North exit).
2. Turn right on to Route 52 North (John Nash Boulevard).
3. Travel 2.4 miles and take Route 460 West exit to Bluefield.

Traveling Interstate 77 South

1. Take Exit 1 from I-77 South (the Bluefield, Route 52 North exit).
2. Turn right on to Route 52 North (John Nash Boulevard).
3. Travel 2.4 miles and take Route 460 West exit to Bluefield.

Traveling Route 460 West

1. Travel Route 460 West 5.5 miles from Route 52 North/John Nash Boulevard to the Virginia state line.
2. After passing into Virginia, go immediately through the first traffic signal to a second traffic signal. At the second traffic light, exit right off Route 460 onto Commerce Drive
3. Go 0.3 miles to the second traffic signal on Commerce Drive and turn right onto College Drive. The entrance to the University is 0.3 miles ahead on the left.

Traveling Route 460 East

1. From Tazewell, Virginia, nearing Bluefield, watch for the Pocahontas exit.
2. Travel 1 mile past the Pocahontas exit to a traffic signal on Route 460 East (with Lowe's Home Improvement Center located on the left).
3. Exit left at the light off Route 460 East onto Commerce Drive.
4. Go 0.3 miles to the second traffic signal on Commerce Drive and turn right onto College Drive.
5. The entrance to the University is 0.3 miles ahead on the left.



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BLUEFIELD

U N I V E R S I T Y

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