



UNDERGRADUATE ACADEMIC CATALOG

2025-2026



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BLUEFIELD  UNIVERSITY
UNDERGRADUATE CATALOG
2025-2026

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

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Changes in Policy, Programs and Courses

The information in this catalog applies to the academic year 2025-2026 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.

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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 University. 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 University 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 about 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 directed to our Admissions Office at 800.872.0176 or 276.326.3682 rather than to the Commission. The Commission should only be contacted by those that has evidence of the University's non-compliance with the Commission's requirements and standards.

Bluefield University's Teacher Education Program is accredited by the Council for the Accreditation of Educator Preparation (CAEP) for a period of seven years, from 10/22/2023-12/31/2030. This accreditation includes graduate programs in Educational Leadership and School Counseling in addition to the undergraduate teacher licensure programs. CAEP promotes excellence in educator preparation through content and pedagogy, clinical partnerships and practice, candidate recruitment, progression and support, program impact, quality assurance, and continuous improvement. Bluefield University meets rigorous national standards for educator preparation set by the Council for the Accreditation of Educator Preparation.

Bluefield University's Counseling Programs in Clinical Mental Health Counseling and School Counseling are accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP) for a period of eight years, from 02/26/2024-03/31/2032. The School Counseling program is also accredited by the Council for the Accreditation of Educator Preparation (CAEP).

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 ten years from October 2023 until December 2033. 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 113th Street #7709, Seminole, FL 33775. (727) 210-2350. <https://www.caahp.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 2,200 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 the 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 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 – December 2023
Dr. Michael Salmeier, Interim	January 2024 – August 2024
Dr. Steven Peterson	August 2024 - 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 College'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 College'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. Dr. Olive retired in December 2023, and Dr. Michael Salmeier was named Interim President.

Dr. Steven D. Peterson became the tenth president in 2024 bringing a strategic vision and entrepreneurial mindset to campus leadership. During his inaugural year, he revitalized the Online Campus through a comprehensive rebranding and expanded course offerings, growing the University's reach beyond Southwest Virginia. At the same time, he secured funding to upgrade student living spaces, overseeing a complete renovation of Alumni Hall and setting a new standard for future housing improvements across campus. Looking ahead, President Peterson continues to pursue innovative academic programs and mission-focused collaborations that will drive Bluefield University's growth and influence in the years ahead.

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. 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 College from 1946 to 1972. It contains large and small auditoriums, the Music and Theatre Departments, classrooms, and rehearsal space.

About Bluefield University

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, opened in 1999, this facility houses aspects of the Communication Arts Department with facilities for communication 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 and fully renovated in 2025, 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 west 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, opened in 2014, is the newest of the residence halls on campus and consists of two apartment buildings located at the west 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.

Edward Via College of Osteopathic Medicine (VCOM) Campus Sites, through its partnership with VCOM, has campus locations in

Blacksburg, VA for the MABS program. There are also campuses in Auburn, AL, and Spartanburg, SC, for the MHSA program.

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,

About Bluefield University

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, four-year liberal arts university 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. Recruiting efforts are focused primarily toward new high school graduates, transfer students from two-year colleges and working adults who are interested in obtaining their degrees.

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. Departments of Colleges or individual Schools may have additional criteria for admission to their majors, such as a minimum GPA or completion of the PRAXIS. These requirements are listed in the section pertaining to the academic programs of the Colleges and Schools.

The Office of Enrollment Management uses a rolling admissions policy. Applications for admission to traditional on-campus programs may be made beginning on July 1 prior to the senior year of high school. No single criterion is decisive, but each item is considered in relation to the applicant's total qualifications. Bluefield University Online offers undergraduate, graduate and certificate programs. There are six starts per year, and students may apply to these programs any time of the year. Undergraduate classes begin on eight-week rolling terms within the fall, spring, and summer semesters. Available start dates for graduate classes vary by program. (Each have starts in August, January and May). All admissions decisions are made without reference to religion, race, gender, national or ethnic origin under the authority of the Vice President for Student Development.

FRESHMEN

Students should carefully plan their high school curriculum in preparation for university. Although a fixed pattern of high school credits is not prescribed, it is recommended that students include the following in their high school program:

- 4 units of English
- 3 units of University Preparatory Mathematics
- 3 units of Social Science
- 3 units of Science
- 2 units of Health and Physical Education
- 1 unit of Fine Arts

Apply for Admission

1. Complete an application, available on the University website.
2. Arrange for the Office of Enrollment Management to receive transcript showing current high school work at the time of application. An official transcript is not required for an admission decision; however, a copy of the transcript showing current high school coursework must be submitted at the time of application.
3. After graduation from high school, a final official transcript must be sent to the University. If a student has attended multiple high schools, only the transcript from the high school of graduation is required. Students who have completed dual

enrollment classes while in high school must submit official college transcripts for all dual enrollment classes. GED-High School equivalency may be accepted upon evaluation in place of a high school diploma.

Students may also submit Scholastic Assessment Test (SAT) or American College Testing Program (ACT), or Classical Learning Test (CLT) scores. The Bluefield University Code Number for the SAT is 5063. The Bluefield University Code Number for the ACT is 4340. This step is optional but can help with class placement, scholarships, etc.

Admissions Standards

To be accepted as a full-time degree candidate, applicants must meet one of the following qualifications: graduation from high school, receipt of a high school equivalency certificate based on the General Educational Development (GED) Test, or completion of a home school curriculum comparable to that required for high school graduation. Applicants are reviewed based on high school academic performance, with emphasis on cumulative GPA and courses completed. Standardized test scores (SAT, ACT, or CLT), letters of recommendation, and interviews are not required (unless requested for a specific program.)

A student is considered for regular acceptance when the following requirement is met:

1. Regular acceptance is offered to students who have earned a minimum cumulative GPA of 2.0 on a 4.0 scale.

An official transcript is not required for an admission decision; however, a copy of the transcript showing current high school coursework must be submitted at the time of application.

After graduation, a final official high school transcript must be sent to Bluefield University.

If a student has attended multiple high schools, only the transcript from the school of graduation is required.

Official transcripts must be either printed on standard paper, placed in a sealed envelope, and mailed directly to Bluefield University or sent digitally through an approved secure service such as Parchment, National Student Clearinghouse, or SCOIR.

To be considered official and final, a high school transcript must include the following:

- Student's full name and Date of Birth;
- Name/Address of School
- All classes/subjects in which the student has enrolled, with dates (year) of each class;
- Grades for all completed classes;
- A graduation date (Month, Day, Year), a GPA, and must be received after that date;
- If GPA is calculated on any scale other than the standard 4.0 scale, a legend is required.
- Be printed on standard paper, placed in a sealed envelope, and submitted directly to Bluefield University or submitted digitally through an approved vendor such as Parchment or National Student Clearinghouse, etc.

HOMESCHOOL STUDENTS

Admission of home-schooled students will be based on the following: 1) Submission of a final home-school transcript, and, if applicable, official test results from the Scholastic Assessment Test Scores (SAT Reasoning Test), Classical Learning Test (CLT), or the American Testing Program (ACT).

To be considered official and final, a home school transcript must include the following:

- Student's full name and Date of Birth;
- Name/Address of School (i.e. for homeschool students, "The Smith Academy")
- All classes/subjects in which the student has enrolled, with dates (year) of each class;
- Grades for all completed classes;
- A graduation date (Month, Day, Year), a GPA, and must be received after that date;
- If GPA is calculated on any scale other than the standard 4.0 scale, a legend is required.
- Be printed on standard paper, placed in a sealed envelope, and submitted directly to Bluefield University. Transcript may be submitted digitally through an approved secure service such as Parchment, National Student Clearinghouse, etc. Official transcripts may not be uploaded through the student application portal.

The home-schooled student's acceptance category will be determined by following the criteria established for the student coming directly from the high school setting.

TRANSFER STUDENTS

Students wishing to transfer from other colleges and universities will be considered for admission when they have submitted the following items to the Office of Enrollment Management:

1. A completed application.
2. Official transcripts of all academic work, including high school transcripts if fewer than twelve (12) earned semester hours have been completed.

Students may also submit an official report of the Scholastic Assessment Test (SAT), official test results from the American College Testing Program (ACT) or Classical Learning Test (CLT) if fewer than twelve (12) earned semester hours have been completed. The Bluefield University Code Number for the SAT is 5063. The Bluefield University Code Number for the ACT is 4340.

An acceptable official college transcript must be:

- Submitted directly to Bluefield University in an official sealed envelope with signature/stamp and unopened; OR received from a document warehouse (National Student Clearinghouse, Parchment, etc.);
- Final transcripts must have final grades for all listed courses.

Unofficial transcripts may be reviewed for initial evaluations and conditional admittance.

Acceptance Standards

Candidates will be considered for acceptance under the category of good standing when they have maintained an overall 2.0 GPA on work completed at previously attended accredited institutions.

A student will be considered for probationary acceptance when he or she has not maintained an overall GPA of 2.0 or greater on a 4.0 scale. The Admissions Committee evaluates the application and may require an interview and a letter of appeal as a basis for consideration of admission. Transfer students accepted under this category must adhere to the Satisfactory Academic Progress Policy guidelines section of the catalog.

Transfer Credit

Upon admission to Bluefield University, an official evaluation of transfer credit will be completed, to determine which courses will apply toward the student's degree program. (An unofficial evaluation may be completed during the admissions process.) The official evaluation will show the courses and credits accepted at Bluefield University and how those credits can be applied toward graduation requirements for the student's chosen program.

Transfer credit will be evaluated by the Registrar working in conjunction with the faculty. There is no limit to the amount of transfer credit that will be accepted as long as Bluefield University graduation requirements are met.

ONLINE UNDERGRADUATE PROGRAM ADMISSION

Bluefield University online undergraduate programs are designed for students who seek an alternative to the traditional methods of completing a university degree. Students seeking full admission to the Online Program must have a high school diploma or a GED with a GPA of 2.0 or higher. Students who have completed previous university coursework must have a cumulative GPA of 2.0 or higher. Certain programs (including the RN to BSN) may have additional admissions requirements. See individual programs for more details.

If a student's cumulative GPA is below 2.0, the applicant must submit a written statement explaining the circumstances that led to the low GPA, the steps they will take to raise it above 2.0, and why earning a University degree is important personally and professionally. For online students in non-licensure programs, the Director of Online Admissions will review the file and render the admission decision, including any provisional admission. For online students in licensure programs, the Program Chair will make the admission decision. For Traditional (on-campus) students, the file is referred to the Special Admissions Committee for review and consideration of provisional admission.

Online Program Application Process:

1. Completed application
2. Official copies of transcripts from every institution attended.

High School Student Preliminary Acceptance

Currently enrolled high school students seeking admission to Bluefield University's online program (except for the RN to BSN Program, see below), may receive preliminary acceptance in their senior year of high school. The candidate must provide a completed application, an unofficial copy of their high school transcript, and must be above a 2.0 cumulative high school GPA. After the successful completion of their final semester, the student must provide an official finalized copy of their high school with the graduation date. Once the final transcript is received by the Office of Admissions, the student will be given full acceptance into the online program.

RN Preliminary Acceptance

Currently enrolled RN students seeking admission to Bluefield University's online program, may receive preliminary acceptance during their final semester of Associate level coursework. The candidate must provide a completed application, an unofficial copy of all college level work, and must be above a 2.5 cumulative GPA. After the successful completion of their final semester, the student must provide an official copy of their transcripts with the Associate's degree conferral date. Once the final transcript and a copy of the student's nursing license is received by the Office of Admissions, the student will be given full acceptance into the online program.

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 Admissions. 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 degree requirements in the current catalog. Readmitted students seeking licensure are always subject to the requirements in the current catalog. Applications for readmission are subject to approval of the Vice Presidents of Student Development, Finance, and the Provost.

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 Admissions 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.

Early College Program

High school students who are at least 16 years of age may complete up to twelve credit hours per semester (fall, spring, summer) at the current Early College Program rate until a point at which the student either graduates from high school, completes 62 college credits, and/or completes the Associates degree, whichever comes first. High School students who are 15 years of age may complete up to six credit hours per semester (fall, spring, summer).

High school students who are under the age of 15 may be eligible to participate in the Early College program if they submit a minimum official ACT score of 18 or a minimum SAT score of 940. These students may complete up to six credit hours per semester (fall, spring, summer).

Students enrolled in the Early College Program may take sufficient course offerings leading to the Associate of Science in General Studies degree. Students must complete an application and submit a transcript and a letter of permission from their high school principal or guidance counselor, or, if homeschooled, from a parent/guardian.

Early College Program students must earn a C- or better in every class in order to remain in the program. Any student who falls below a C- in any class will be dropped from the program.

Bluefield University's Early College program is designed to help students succeed. Students who earn a failing grade at any time are no longer eligible to continue as an Early College student. Upon graduation from high school, the student would be eligible to apply for regular admission to the University.

Early College students will be automatically enrolled in the University's textbook program. Students will pay the course materials fee each semester based on the number of enrolled credit hours. E-textbooks will be provided in the Canvas learning management system.

Students may request to opt out of the textbook program during the first week of the term and purchase their own textbooks. This process is not the preferred method as it is confusing for students to obtain the pass codes necessary to access the books when instructors have adopted courseware programs from textbooks providers.

Part-time Program

Bluefield University welcomes students who wish to take fewer than twelve (12) semester hours as an undergraduate student. Part-time students must meet the same admission requirements as high school and/or transfer students.

The Community Program

This program is designed for those who would like to take college level courses for professional development or enrichment opportunities and who reside within a 45-mile radius of Bluefield University. Interested students should complete the special non-degree application. Classes are offered at a special rate of \$80 per course. Students may take a maximum of one class per semester. This rate does not apply to traditional or adult students who are pursuing a degree at Bluefield University. This program is applicable to fall and spring semesters only.

The Seniors Program

Senior citizens (age 55+) may take classes at a rate of \$65 per course. A special non-degree application should be completed by such students. These rates do not apply to traditional or adult students who are pursuing a degree at Bluefield University.

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 high school or 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 high school or college 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 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.

International Students

ADMISSION POLICIES

Bluefield University welcomes applications for admission from International Students. International Students with less than 12 college credits will be classified as International Freshmen Applicants. International Students with 12 or more college credits will be classified as International Transfer Applicants.

As an international student and a guest of the United States of America, students are required to meet additional requirements beyond those of students with United States citizenship.

International students are required to submit the following:

- Completed Application
- An official certification of the student's secondary and/or college transcript. This must be submitted through a transcript service provider (such as InCred Evaluations).
- Proof of English Proficiency
- Copy of Passport
- Copy of Visa (upon arrival; Canadians are currently exempted from this requirement)
- Proof of Financial Support

Proof of English Proficiency

Classes at Bluefield University are only available in English, and second language services are not readily available. Proficiency in the English language is key to successful completion of the degree.

Bluefield University requires international students to either meet the requirements of English Proficiency or exempt the requirements through the methods outlined below.

Proof of English Proficiency can be met by:

1. Test of English as Foreign Language (TOEFL) – Score of 61
2. Intl. English Language Test System (IELTS) – Score Band 6
3. Cambridge English Assessment – Score of 169
4. Duolingo English Test – Score of 85
5. Pearson Test of English (PTE)

Proof of English Proficiency can be exempted by:

1. ACT English – Score of 18 and ACT Reading – Score of 21
2. SAT Evidence-Based Reading & Writing (ERW) – Score of 500
3. Being a native of, or studying full-time for two or more years (in the last 5 years) of*

American Samoa	Grenada
Anguilla	Guam
Antigua & Barbuda	Guyana
Australia	Ireland
Bahamas	Jamaica
Barbados	Kenya
Belize	Lesotho
Bermuda	Liberia
Botswana	Malta
British Virgin Islands	Mauritius
Canada	Montserrat

Singapore
**South Africa
St. Kitts & Nevis
Trinidad & Tobago
St. Vincent & the Grenadines
St. Lucia
Tanzania
Turks & Caicos Islands

Cayman Islands	No. Mariana Islands	Uganda
Dominica	New Zealand	United Kingdom
Falkland Islands	**Nigeria	United States of America
Fiji	Puerto Rico	U.S. Virgin Islands
Gambia	Seychelles	Zambia
**Ghana	**Sierra Leone	Zimbabwe
Gibraltar		

*NOTE: Students that exempt the Proof of English Proficiency Requirement are subject to a video interview prior to being granted full acceptance. **Must attend 4 years of English high school and provide documentation.

Acceptance of International Applicants

In addition to the requirements noted above both International Freshman and International Transfer Applicants will be required to demonstrate academic success equivalent to a 2.0 grade point average (on a 4.0 scale) from all previously attended schools and universities. Full acceptance will be granted upon receipt of official copies of all admissions documents. The final acceptance determination will be confirmed by the Vice President of Enrollment, at the recommendation of the international admissions counselor.

Issuance of the I-20 Form

To ensure international students have the necessary time to acquire a VISA and arrive prior to the start of classes, students must submit all materials, be accepted, and have paid the confirmation fee prior to the following deadlines:

For students residing outside of the US without a current I-20:

- July 1st – Fall Semester Applicants
- November 15th – Spring Semester Applicants

For students transferring from a US University with a current I-20:

- August 1st – Fall Semester Applicants
- December 1st – Spring Semester Applicants

The I-20 form will be issued, subject to review and verification, by the Primary Designated School Official (PDSO) or a Designated School Official (DSO) once a student has been granted Full Acceptance and the student has:

1. Submitted a certified evaluation from InCred, or similar service; when possible, final, official transcripts are also required.
2. Submitted the confirmation form and deposit, and housing contract.
3. Submitted a signed Financial Obligation and Proof of Financial Support Form with supporting documentation, and the International Student Agreement.
4. Submit completed Bluefield University Medical Forms.
5. A copy of the first page of the student's passport including the passport photo.
6. Transfer International Students (from a different college in the United States) MUST provide the Bluefield University PDSO/DSO with contact information for the PDSO/DSO at the previous institution to initiate the transfer process.

Bluefield University, through the Primary Designated School Official (PDSO), the Designated School Official (DSO), or any member of the University Leadership Team, has the right to request additional documentation before issuing the I-20, and has the right to refuse to issue an I-20 regardless of meeting acceptance and I-20 standards.

In the event a potential student submits fraudulent information at any time during the admissions process, International or otherwise, Bluefield University can/will take the necessary steps to inform the appropriate agencies. Any instance of fraud can result in the immediate denial of admission or revocation of the I-20 form.

ACADEMIC POLICIES

F-1 Status Students MUST:

- **Maintain full-time enrollment**, which is defined as a minimum of 12 credit hours each Fall and Spring semester. Of those 12 credit hours, 9 must be traditional on-campus courses, while the remaining 3 may be online courses;
- **Not withdraw/drop** courses without the approval of the PDSO. If a student drops below the required 12 credit hours, they will be in violation of status and the Form I-20 will be cancelled;
- **Attend class.** Unexcused absences can result in a grade being reduced or failure of a course. If a student fails to report to ALL classes within a two-week time frame, they will be considered as a "no-show" for the semester and the Form I-20 will be cancelled;
- **Maintain sufficient funds** for tuition, fees, books, and living expenses. Tuition/fees are due in full each semester by the payment deadline. International students are not eligible for financial aid;
- **Accept only authorized employment.** International students can only enroll in on-campus, part-time (20 hours per week) employment while school is in session. Employment is not guaranteed. DO NOT accept unauthorized employment;
- **Notify a DSO immediately of any change of** enrollment status (credit hours), address, telephone number, major area of study, transfer to another college or university, or a permanent return to your home country. Bluefield University reports all information to USCIS;
- **Keep your passport, visa, and Form I-20 valid** at all times. If your I-20 expires prior to the completion of your academic program, contact the Bluefield University PDSO before the expiration;
- **DO NOT leave the United States** without having your I-20 signed by a DSO. Endorsements are only valid for one year. The endorsement should be valid for the entire length of your stay at another country until you arrive back in the United States;
- **Check your Bluefield University e-mail account** for communications relevant to your student status.

International Students and Online Courses

International students may NOT enroll in the online programs offered at Bluefield University, including its dual enrollment program, undergraduate program, or graduate program. International students who are on-campus may take online courses during the fall and spring semester as long as they meet the on-campus 9 credit requirement.

International students who have attempted on-campus classes during the fall semester MAY attempt online courses during the following Fall Term 3. International students who have attempted on-campus classes at Bluefield University during the spring semester AND will return to BU for the fall semester (as demonstrated by registration for the upcoming Fall semester in on-campus classes) MAY take online courses during the intervening summer.

FINANCIAL POLICIES

Prior to the issuance of the I-20, all international applicants will be required to demonstrate sufficient financial resources to cover all costs (Tuition, Fees, Living Expenses, Travel Expenses, etc.) for one year (two semesters) as determined by the Bottom-Line Estimate (provided by Student Accounts). Acceptable forms of evidence of sufficient financial resources include:

- Current bank statements (3-6 months, including one current within 45 days) in the student's name with an amount of savings in US Dollars equivalent to a minimum of 120% of the required funds for the year (from the BLE). If the bank statement does not provide a conversion into US Dollars, the Admissions team at Bluefield University can provide a currency converter to show sufficient funds in USD.
- If the student is supported by a parent or another individual, a Sponsor Certification form (available at BU) can be used to connect the applicant to the account holder.

Note that the Bottom-Line Estimate (BLE) is an estimate of costs for the year; actual costs may vary depending on type, housing arrangements, and living expenses.

Insurance Plan

International students are also required to enroll in an insurance plan through the University. The cost of this insurance is available in the Tuition and Fees section of the Academic Catalog and is updated annually. The coverage for international students is accident and health insurance. There are no exceptions to this policy.

Payment Requirements

Incoming international students must pay 50% of the semester (based on the BLE calculated with the highest possible cost for Room/Board) by the following deadlines:

For students currently residing outside of the US without a current I-20:

- July 1st – Fall Semester Applicants
- November 15th – Spring Semester Applicants

For students transferring from a US University with a current I-20:

- August 1st – Fall Semester Applicants
- December 1st – Spring Semester Applicants

All international students must pay the entire balance of each semester by the first day of the semester (including Fall Term 3 and the Summer Terms, as applicable). International students who do not pay the semester in full by the first day of the semester: 1) will be dropped from all classes on the second day of the semester and backed out of the institution; 2) will NOT be allowed to be registered in SEVIS; and, 3) will have their I-20 canceled (Cancel Initial Record)/terminated (Fail to Enroll) on the 7th calendar day of the

International Students

semester. Students who are cancelled or terminated must depart the United States within 15 days, per federal law.

Payment Plans

Payment Plans are NOT available for International Students.

Refunds

Students who do not attend or withdraw prior to the applicable deadline will be refunded any monies paid according to the prorated rates established by the University in the Academic Catalog.

Students who withdraw after 60% of the semester has been completed, charges and aid will not be prorated.

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.

ON-CAMPUS TUITION & FEES

Tuition

	Per Semester	Per Year
Traditional Tuition	\$12,475	\$24,950

Room Charges

	Per Semester	Per Year
Alumni Hall		
Private Room & Meal Plan	\$6,000	\$12,000
Bluestone Commons:		
Private Room & Meal Plan	\$5,100	\$10,200
Shared Room & Meal Plan	\$4,240	\$8,480
Cruise Hall:		
Private Room & Meal Plan	\$5,520	\$11,040
Shared Room & Meal Plan	\$4,740	\$9,480
Triple Room & Meal Plan	\$3,915	\$7,830
East River Hall:		
Private Room & Meal Plan	\$5,885	\$11,770
Shared Room & Meal Plan	\$5,035	\$10,070
Apt. Private Room & Meal Plan	\$5,100	\$10,200
Apt. Shared Room & Meal Plan	\$4,240	\$8,480
Rish Hall:		
Private Room & Meal Plan	\$5,575	\$11,150
Shared Room & Meal Plan	\$4,785	\$9,570
Triple Room & Meal Plan	\$3,995	\$7,990

Room charges include a refrigerator, a microwave, internet and laundry.

Part-Time On-Campus Students

A traditional student taking less than a full course load, twelve (12) credit hours, will be charged the part-time rate of \$1,040 per credit hour. This applies to students participating in one (1) to eleven (11) credit hours.

Commuter Meal Plans

	Per Semester	Per Year
50-Meal Plan	\$ 592	\$1,184

Each meal plan includes \$50 Ram Bucks per semester for Chicory Coffee Company.

Additional On-Campus Fees & Deposits

Confirmation Fee (New & Readmitted Students)	\$200
Damage Deposit	\$150

(New Residential Students)

Comprehensive Fee	\$500
Private Music Fee (half-hour lesson per week = 1 credit hour)	\$200/credit hour
Science Lab Fee	\$50/science class with lab
Student Teaching Fee	\$250 per semester
Student Health Insurance	\$3,166 (\$1,319.17 Fall, \$1,846.83 Spring)
Replacement Student ID Card	\$25 per incident
Post Office Box Key	\$15 One-time fee
Lost PO Box Key Fee	\$35 per incident
Undergraduate Graduation Fee	\$125
Graduate Level Graduation Fee	\$145
*excluding the MABS program	
Course Material Fee	See below
Additional Fines	See Student Handbook
Online Student Teaching Fee	\$250

Student Health Insurance

International students are required to enroll in an insurance plan through the University for each semester in attendance. The cost of insurance is determined by the provider and is available by contacting Athletics.

If an international student elects to stay in the United States during the summer and wishes to have continued coverage, there is an additional cost for the period of June and July. Summer coverage is optional unless the student is staying on campus. The coverage for international students is accident and health insurance. There are no exceptions to this policy.

Bluefield University strongly recommends that all students in the traditional baccalaureate program participating in 6 or more credit hours have their own health insurance policy. Student-athletes are required to have medical insurance in addition to the athletic accident policies the University carries. Any student athletes who do not have insurance may contact the Head Athletic Trainer for assistance in obtaining the plan available to Bluefield University students. Non-athletes who do not have their own medical health insurance may contact Athletics as well with obtaining the plan available to Bluefield University students. Starting July 1, 2025, all traditional students will be required to opt out the health insurance no later than September 5th, of by the time their Fall sport begins, or they will be charged the insurance rate of \$3,166.

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.

ONLINE PROGRAMS TUITION & FEES

Tuition and Fees**Online Undergraduate**

Tuition and Fees

Tuition - \$410 per credit hour
Course Material Fee - \$40 per credit hour
Graduation Fee - \$125 One-time fee

Master of Arts in Education

Tuition - \$495 per credit hour
Course Material Fee - \$40 per credit hour
Graduation Fee - \$145 One-time fee

Master of Science in Nursing

Tuition - \$515 per credit hour
Sim Lab Fee - \$125 per specific course
Graduation Fee - \$145 One-time fee

Master of Science in Nursing – Psychiatric Mental Health NP

Tuition - \$690 per credit hour
Graduation Fee - \$145 (If applicable)

Master of Business

Tuition - \$515 per credit hour
Technology Fee - \$75 One-time fee
Course Material Fee - \$40 per credit hour
Graduation Fee - \$145 One-time fee

Master of Arts for Biomedical Science – On Campus

Confirmation Down Payment - \$500 applies toward initial fall charges
Tuition - \$14,000 Per semester

Master of Arts for Biomedical Science – Online

Confirmation Down Payment - \$500 applies toward initial fall charges
Tuition - \$800 per credit hour

Master of Arts in Counseling

Tuition - \$515 per credit hour
Graduation Fee - \$145 One-time fee

Master of Arts in Human Services

Tuition - \$515 per credit hour
Course Material Fee - \$40 Per credit hour
Graduation Fee - \$145 One-time fee

Master of Health Sciences in Anesthesiology

Confirmation Down Payment - \$1000 applies toward initial semester
Tuition - \$18,500 per block
Comprehensive Fee - \$300
Graduation Fee - \$145 One-time fee

Church Partnership Program

Tuition - \$310 Per credit hour after discount
Site Fee - \$1,500
Course Material Fee - \$40 Per credit hour
Technology Fee - \$105 Per semester
Graduation Fee - \$125 One-time fee

Master of Arts in Ministerial Leadership

Tuition - \$495 per credit hour
Course Material Fee - \$40 per credit hour
Graduation Fee - \$145 One-Time Fee

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.

Rates for Course Material Fee

Full-time (12-18 credit hours)	\$410 per semester
Part-time (1-11 credit hours)	\$40 per credit hour
Overload (19+ credit hours)	\$40 per credit hour
Online student rate	\$40 per credit hour

SPECIAL PROGRAM TUITION & FEES

Special Admissions Programs:

Early College Program (HS Students)	\$100 per credit hour
Course Material Fee for Early College	\$40 per credit hour (unless opt-out)
Education Recertification	\$385 per course
Pastors Program	\$65 for one Christian Studies or Philosophy course.
Seniors Program (age 55+ & Non-degree)	\$65 per course
Community Tuition Program	\$80 per course

Summer School (all courses online):

Tuition	\$410 per credit hour
Course Material Fee	\$40 per credit hour
Room (No classes)	\$260 Single/Month
Room (Taking classes)	\$225 Single/Month
East River Apartments (No classes)	\$612 Married/Month
East River Apartments (Taking classes)	\$546 Married/Month
Cottages (No classes)	\$683 Married/Month
Cottages (Taking classes)	\$597 Married/Month

Fall Term 3 (all courses online):

Tuition	\$200 per credit hour
Early College (Fall Term III)	\$200 per credit hour
Course Material Fee	\$40 per credit hour
Graduate Level courses are not offered in Fall Term III	

ADDITIONAL FEES

Course Overload

On-campus students will not be allowed to register for more than eighteen (18) semester hours of academic credit during the fall,

Tuition and Fees

spring, or summer semesters, or three (3) hours in Fall Term 3, without written approval from the Provost. If approved, students will be billed the current credit hour rate for any credit hours exceeding the specified limit. They will pay the overload fee for course materials fee based on the excess credit hours.

- Traditional Hours - \$1,040 per credit hour over 18
- Online Hours - \$410 per credit hour over 18
- Course Material Fee \$40 per credit hour over 18
- Fall Term 3 - \$200 per credit hour
- Audit Hours (up to 6 hours) - \$270 per credit hour

Confirmation Fee

The confirmation fee is required of all students who have received notification of their acceptance to Bluefield University. Upon receiving a prospective student's application, transcript, medical records, etc., the Enrollment Management Committee reviews the student's credentials and notifies the applicant of acceptance or non-acceptance. New and admitted traditional students are required to furnish a confirmation fee of \$200. A non-refundable \$500 confirmation down-payment is required for students entering the Master of Arts in Biomedical Sciences program. A non-refundable \$1,000 confirmation down-payment is required for students entering the Master of Health Sciences in Anesthesia. All confirmation fees/down payments are non-refundable.

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 that 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.

Housing Damage Charges

All students shall assume responsibility for damage done to University property. Students responsible for damage shall be charged an appropriate amount after an assessment is completed by Student Development. Any damage incurred to the room throughout the time of occupancy will be billed to the student's account. All damage done in the residence dorm rooms will be charged to the occupants of those rooms, unless a person of known identity is reported as being responsible for damage. Such damage will be reported to the Office of Student Development by the Residence Hall Director of that residence hall. The Office of Student Development will notify Bluefield Central to apply appropriate charges to the responsible person's student account. If damage occurs in public areas of the residence hall, and the Residence Hall Director cannot determine the responsible party, the charge for repair or replacement will be allocated to occupants residing around and using those public areas. Students may appeal a fine placed on their account by contacting the Office of Student Development. Bluefield Central does not reduce or remove housing fines without written notification from Student Development. Each new residential student will be charged a one-time damage deposit fee of \$150 that will be used to offset the cost of damage should any occur. When students leave Bluefield University, they may request a refund of any unused funds of their deposit unless they have a balance remaining on their student account. A check will be issued to them and mailed to the legal home address on file.

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, Meadow Pay. The cost to enroll in a payment plan with Meadow Pay is \$50 and is payable directly to Meadow Pay. 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 Meadow Pay reserves the right to remove a payee from the program after two returned payments or two 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 being current in a payment plan by no later than the first day of classes.

- Non-resident students (students who do not live on campus) 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.
- Resident students (students who live on campus) are required to pay in full for each semester or be current with a payment plan prior to moving onto campus. Anyone who has not paid in full or is not current on the payment plan will NOT be allowed to move onto campus. **International students are subject to additional restrictions; see below.*

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 move-in day (for resident students) or the 1st day of class (for non-resident students).

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

Tuition and Fees

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 the 30 calendar day mark (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 Student Account Manager and 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, being benched from athletics, enrolling in future semesters, receiving diplomas, and/or receiving/sending official/unofficial transcripts.

Special Restrictions for International Students - International students do not have access to BU payment plans and therefore are required to pay in full each semester by the first day of classes (incoming students are required to pay 50% prior to arrival). All international students must pay the entire balance of each semester by the first day of the semester (including Fall Term 3 and the Summer Terms, as applicable). International students who do not pay the semester in full by the first day of the semester: 1) will be dropped from classes on the second day of the semester; 2) will NOT be allowed to be registered in SEVIS (for the fall and spring semesters); 3) will have their I-20 will be canceled (Cancel Initial Record)/terminated (Fail to Enroll) on the 7th calendar day of the semester (for the fall and spring semesters).

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 payment 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 payment 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, Early College, 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.

Returned Check Policies

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 not to 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 will 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 have elected to pick up the credit check, request it mailed to a different address, request a reduction in amount or hold the credit over to a future semester, or opt for Express Shipping (\$30 charge) will need to complete the Check Delivery form, which is 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 picked 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 March 15 for our traditional students and a week prior to the start of class for our online students (see the academic calendar for specific dates).

1. Apply and be accepted for admission to Bluefield University. To qualify for federal student aid, students must be accepted as a regular student and must obtain a standard high school diploma or the recognized equivalent (or submit official transcripts from college with 12+ earned credits).
2. Complete the Free Application for Federal Student Aid (FAFSA) at [www.studentaid.gov](https://studentaid.gov) or through the "MyStudentAid" app. The FAFSA is used by the Federal Student Aid Programs to determine a student's financial "need." The Bluefield University Financial Aid Office uses this information to evaluate a student's eligibility for federal and any other need-based 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

1. If a Virginia resident, complete and return the Virginia Tuition Assistance Grant Application (VTAG) to the Financial Aid Office. This is a state award granted to full-time students who are Virginia residents for at least 12 months prior to enrollment. An application must be received by the Financial Aid Office no later than July 31 prior to fall enrollment to secure the funding from the Commonwealth.

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

FEDERAL PROGRAMS

Grants

Federal Pell Grant: The Federal Pell Grant is available to low-income undergraduate students. Eligibility is based on the outcome of the FAFSA and is FREE money granted by the Federal Government based on need. Students may receive up to \$3,698 per semester for the 2023-24 academic year.

Some students may be affected by the Lifetime Eligibility Used requirements for the Federal Pell Grant. For more information, visit: <https://studentaid.gov/understand-aid/types/grants/pell>.

Federal Supplemental Educational Opportunity Grant (SEOG): This limited campus-based federal grant is available to undergraduate students with high financial need as demonstrated by the FAFSA. The average award is \$800.

Work Study

Federal Work-Study Program (FWS): The Federal Work-Study Program provides part-time jobs for undergraduate and some graduate students with financial need, allowing them to earn money to help pay for education expenses. The program encourages community service work and work related to the student's course of study.

Subsidized and Unsubsidized Direct 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 Subsidized Direct Loan requires financial need, which is determined by using a federal formula. Limited to undergraduate students only, these loans are "subsidized" in that the government pays the interest for you during the following periods:

- while you are enrolled in school at least half-time (6 credits),
- for the first six months after you leave school "grace period," and
- during a period of approved deferment.

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 (for parents): The PLUS (Parent Loan for Undergraduate Students) loan is available to parents of dependent students with a good credit history and is used to supplement other financial aid sources. The student must complete the FAFSA, and a separate PLUS loan request form is required. This form is available through the financial aid office.

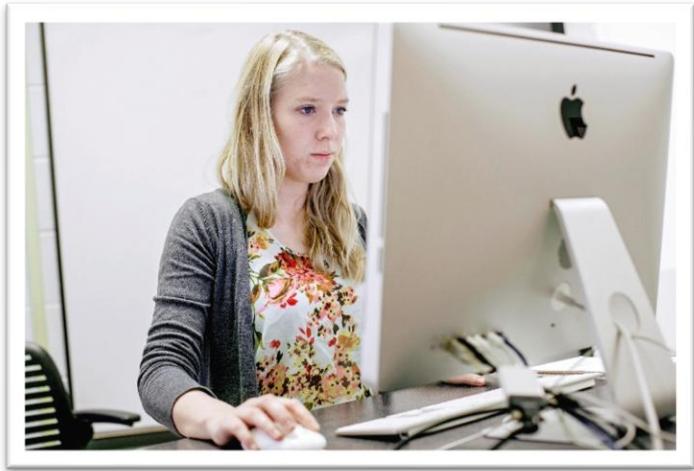
This loan is only available to parents of dependent students (by FAFSA dependency rules) to help them pay for their child who is enrolled in school at least half-time and is making satisfactory academic progress. Direct PLUS Loans are not based on financial need, and parents of all income levels may apply. Parents may borrow an amount equal to the cost of attendance minus any other aid. Repayment begins within 60 days after the second disbursement with a maximum repayment term of 10 years. Payment deferment may be available upon approval from the Department of Education. Parents may apply for deferment through their loan servicer. Loan servicer information can be found at www.nslds.ed.gov or at [www.studentaid.gov](https://studentaid.gov).

Keep the following in mind:

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

Federal Direct Stafford Loan Annual Limits

Grade Level (based on earned credits)	Dependent Students (Subsidized and Unsubsidized)	Independent Students (or Dependents with PLUS Denial)
Freshman (0-27)	\$3,500 + \$2,000	\$3,500 + \$6,000
Sophomore (28-57)	\$4,500 + \$2,000	\$4,500 + \$6,000
Junior (58 -91)	\$5,500 + \$2,000	\$5,500 + \$7,000
Senior (92+1)	\$5,500 + \$2,000	\$5,500 + \$7,000
Graduate and Parent PLUS		Up to Cost of Attendance



STATE PROGRAMS

Virginia Tuition Assistance Grant (VTAG):

This is a state grant for residents of Virginia. The annual 2023-2024 award amount for on-ground students is estimated to be \$5,000, and \$2,500 for online students. To be eligible, students must be a domiciled Virginia resident, complete the 2023-24 VTAG application by July 31. Students moving to Virginia for the purpose of attending a post-secondary school are not eligible for the Virginia State Grant. Students who have previously received VTAG in a prior award year do not need to complete the application.

Virginia Two Year College Transfer Grant (CTG):

Virginia residents who began a degree program at a Virginia community college after Fall 2007 and complete an Associate's degree with at least a cumulative 3.0 grade point average, may be eligible for the Virginia CTG if they enroll full-time at a Virginia four-year college or university by the fall or spring term immediately following receipt of their Associate's degree. A student must have an expected family contribution of \$12,000 or less according to the FAFSA in order to be eligible for this grant. All eligible students will receive \$1,000 from the Commonwealth of Virginia if enrolled full-time in a degree program. Students moving to Virginia for the

purpose of attending a post-secondary school are not eligible for the Virginia Two Year College Transfer Grant.

INSTITUTIONAL GRANTS AND SCHOLARSHIPS

Students are eligible to receive institutional awards for up to 4 years of full-time, continual enrollment. Awards are determined based upon acceptance, financial need, and/or talent. All scholarships are contingent upon maintaining Satisfactory Academic Progress.

Academic Scholarships: Bluefield University awards academic scholarships, which range from \$3,000 to \$13,000, to degree-seeking students who meet the academic performance criteria for a specific scholarship. The number of scholarships offered is limited, so students have only 45 days to accept their award to ensure they receive it.

Presidential Scholarships: Each year, Bluefield University awards two full-tuition scholarships, available for only two (2) new freshmen. Potential recipients will be asked to provide two letters of recommendation, come to campus for an interview, and write an essay that will be reviewed by select faculty members. The scholarship is renewable for up to four years. Students must meet the following: full-time enrollment, maintain Bluefield University cumulative GPA of 3.5 (reviewed at the end of each spring semester), continual enrollment (excluding summers), and 45 hours of tutoring per semester during Junior and Senior years.

Spire Scholarship: Bluefield University may award an additional \$2,000 in academic scholarships. Students must have a minimum GPA of 3.50 in order to compete. Potential recipients will be asked to provide two letters of recommendation, come to campus for an interview, and write an essay that will be reviewed by select faculty members. The scholarship is renewable for up to four years. Students must meet the following: full-time enrollment, maintain Bluefield University cumulative GPA of 3.0 (reviewed at the end of each spring semester), continual enrollment (excluding summers), and 30 hours of tutoring per semester during Junior and Senior years.

Honors Scholarship: Incoming students have the opportunity to apply to the Honors Program. To qualify for the Honors program, students must have a minimum 25 ACT (composite score) or 1140 SAT (combination of math and verbal scores), or they must be eligible for the Presidential Scholarship. Students who are admitted into the program will be awarded a \$1,000 scholarship that is renewable each year of participation.

Athletic Scholarships: Awarded by the coaching staff, this scholarship is renewable based on the criteria of the coach and the standards of NAIA.

Bluefield Access Scholarship: Bluefield University awards the Bluefield Access Scholarship to non-athlete students based on need. Students must be accepted to the University and complete the Free Application for Federal Student Aid (FAFSA) to be assessed for this scholarship. Virginia students not eligible to complete the FAFSA may submit Virginia's Alternative State Aid Application (VASAA) instead.

Fine Arts Scholarships: Awarded to students who have demonstrated talent in the areas of visual and performing arts.

These scholarships are determined by audition before the faculty of the Music, Art and Theatre Departments.

Marching Band Scholarships: Awarded to students who have demonstrated talent in marching band, these scholarships are determined by audition before the music department. Award amount varies per student. This scholarship is renewable based on criteria established by the music department along with criteria set in our Satisfactory Academic Progress policy.

Worship Team Scholarships: Awarded to students who have demonstrated talent in a worship team, these scholarships are determined by audition before the Student Development Department. Award amount is \$10,000 per year. This scholarship is renewable for all four years of full-time enrollment provided the student meets the criteria established by Student Development and maintains Satisfactory Academic Progress.

Go Bluefield Scholarship: \$2,000 per year scholarship awarded to students who attend and matriculate to Bluefield University directly from high school within a specified articulation agreement. This scholarship is renewable for all four years of full-time enrollment provided the student maintains Satisfactory Academic Progress. Current school(s) in this agreement include Oak Hill Academy. Contact your admissions counselor to determine if you qualify!

International Scholarships: May be awarded to international students who are not receiving an athletic or performing arts scholarship. The amount varies per student and may be renewable for all four years of full-time enrollment provided the student maintains Satisfactory Academic Progress.

Missionary Kids of Cooperative Baptist Fellowship Scholarship (MK of CBF): Bluefield University offers two full-tuition scholarships to children of Cooperative Baptist Fellowship Missionaries, available for only two full time students. The scholarship is renewable for up to four years. Students must meet the following: full-time enrollment, continual enrollment (excluding summers), and maintain Satisfactory Academic Progress requirements. Potential recipients will be required to complete the application and provide a letter from CBF certifying parent's missionary status. Documentation is to be submitted to the Admissions Office. Applicants are selected by an Admissions committee. One scholarship may extend to the child of an International Mission Board Missionary.

SAGE Tuition Rewards: SAGE Tuition Rewards is a unique, private college savings program. Tuition Rewards are discounts off tuition at participating colleges that represent the minimum scholarship that an eligible student will receive if attending a member college. Students receive Tuition Rewards from multiple "sponsors" (for example, parents and grandparents). A sponsor designates the tuition rewards to students when they begin their senior year of high school. If the students do not use the tuition rewards, they are rolled back into the sponsor's account for use by other students. Bluefield University includes Tuition Rewards as part of the normal institutional and merit scholarships. For more information on SAGE Tuition Rewards, please visit:

<https://secure.tuitionrewards.com/index.cfm>. Bluefield University must receive confirmation from SAGE of your Tuition Rewards within 10 days of applying to our institution.

Other Sources: We encourage students to seek aid from every possible source, such as Veteran's Affairs, Rehabilitative Services, employer reimbursement, employer pay, community and civic

organizations, churches, and local scholarship programs. Students should also check out www.fastweb.com and www.finaid.org. Students should notify us if they are receiving an outside award, so that the expected award may be included in the award package. This will help determine your balance due at the start of the school year in advance of receiving these funds. It is also important these awards are included in your financial aid package to avoid any federal overpayment conditions, which could affect your future eligibility for aid.

OUTSIDE SCHOLARSHIPS & LOANS

The Financial Aid Office seeks to maintain a listing of known local area scholarships which are available to students. Students can find the latest scholarship listing at <https://www.bluefield.edu/financial-aid/grants-scholarships/>. 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 several private and commercial lenders. Interest rates and repayment agreements vary.

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 between on-campus to an online 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 more than once;
- attending more than four years; and,
- failure to meet scholarship stipulations;

Undergraduate Enrollment Levels

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

Less than Half Time	Half Time	Three Quarter Time	Full Time
1-5	6-8	9-11	12 +

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 at the end of every academic year. 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 undergraduate requirements are listed below:

Career Hours Attempted	Minimum Career Hours GPA
0-57	1.75
58+	2.0

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, 180 credits for 120 credit hour programs). 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.

Additional Degrees

Students pursuing additional undergraduate degrees are required to maintain a 2.0 GPA and complete (earn) 67 percent of the remaining courses for the additional degree. Maximum time frame will be

calculated based on 150 percent of the remaining requirements to complete the additional degree.

SAP Notification

Students are notified of the SAP policy via the Bluefield University academic catalog and 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 percent maximum time frame.

Remedial Courses

Students may receive federal student aid for up to 30 credit hours of remedial coursework. Please note, however, that Bluefield University only offers two remedial courses currently.

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 percent 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 percent 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 percent 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. Students who withdraw prior to the add/drop date will not be included in the Satisfactory Academic Progress Calculation at the end of each semester. Courses from which a student has withdrawn after the add/drop period will be included in the credit hour completion ratio calculation (in attempted hours) and the 150 percent 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, does 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 SAP 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

Students ineligible for federal student aid program funding may appeal by completing the SAP appeal form and work with ACE or an advisor to develop an academic plan that provides methods 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 may require that students submit supporting documentation to accompany the 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. In addition, the student must supply a Student Success plan that provides direction to meet the established guidelines and graduate.

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

Students who intend 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 after submission. 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 can 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 to 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. If extenuating circumstances exist, you may schedule an appointment with a counselor to discuss your situation.
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 to 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 at <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 FAFSA.
- 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 (and parents when applicable) 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 (<https://www.irs.gov/individuals/get-transcript>). 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, parent, or spouse 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 of the 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 or Parents 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

Withdraw

Students receiving federal student aid may withdraw from a course, as allowed under Bluefield University academic policy. Students who withdraw prior to the add/drop date will not be included in the Satisfactory Academic Progress Calculation at the end of each year. Courses from which a student has withdrawn after the add/drop period will be included in the credit hour completion ratio calculation (in attempted hours) and the 150 percent maximum time frame requirements for SAP.

To withdraw from an individual course or from Bluefield University, students need to complete a formal request, available on MyBU. Withdraws may have an effect on a student's financial aid, student account, and academic record.

Refund of tuition and fees is assessed based on a student's last date of attendance as documented in course attendance records—including students who withdraw officially or unofficially. Simply ceasing class attendance or participation (whether officially or unofficially withdrawing) may result in an administrative withdrawal and loss of financial aid the student has not earned for the period of non-participation.

If a student withdraws from a course and subsequently adds additional second online term courses in the same semester, the student will be charged the overload tuition for any credit hours over 18. Students should be aware that withdrawing from a course may affect their academic standing and thus directly affect their loan eligibility.

Refunds After Withdrawal

Traditional and Online Programs

Academic policy states that a student may drop a class prior to the official drop date (available in the academic calendar), and this course will not become a part of the student's permanent academic record. After the drop date and up to the deadline to withdraw from a class, a grade of "W" is issued. After this date (noted on the Academic Calendar), the student's permanent record will reflect what he or she earned in the course.

Financial Aid policy uses different timetables for refunds. Students who attend 60% or more will not receive a refund of financial aid or charges unless a Post Withdrawal Disbursement is appropriate, based on 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, is 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.

Fees are not subject to proration. 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 (unless the student received Federal Aid) or be readmitted for additional semesters until the balance is paid. If the calculation results in a credit balance due to the student, student accounts will refund the credit to the student within 30 days.

Veteran-eligible students who received Chapter 31 or 33 funds and withdraw from the University before the 60% mark, the Veteran's Certifying Official at Bluefield University will update the student's file with the VA. The student will not be notified of a balance or credit on their account until the Veterans Certifying Official receives official documentation determining if benefits must be returned. The Student Accounts Office will notify the student by mailing a statement within 30 days of receiving the information.

Institution Schedule for Return of Unearned Tuition Assistance Funds

Bluefield University has a policy that returns any unearned tuition assistance (TA) funds on a proportional basis through at least the 60 percent portion of the period for which the funds were provided to the military Service Branch.

4-week courses		28	Days
Day 1	100%	Returned	
Day 2	100%	Returned	
Day 3	100%	Returned	
Day 4	100%	Returned	
Day 5	100%	Returned	
Day 6	100%	Returned	
Day 7	100%	Returned	
Day 8	71%	Returned	
Day 9	68%	Returned	
Day 10	64%	Returned	
Day 11	61%	Returned	
Day 12	57%	Returned	
Day 13	54%	Returned	
Day 14	50%	Returned	
Day 15	46%	Returned	
Day 16	43%	Returned	
Day 17	39%	Returned (60% course completed)	
After Day 17	0%	Returned	

8-week course		55	Days
Day 1	100%	Returned	
Day 2	100%	Returned	
Day 3	100%	Returned	
Day 4	100%	Returned	
Day 5	100%	Returned	
Day 6	100%	Returned	
Day 7	100%	Returned	
Day 8	86%	Returned	
Day 9	84%	Returned	
Day 10	82%	Returned	
Day 11	80%	Returned	
Day 12	79%	Returned	
Day 13	77%	Returned	
Day 14	75%	Returned	
Day 15	73%	Returned	
Day 16	71%	Returned	
Day 17	70%	Returned	
Day 18	68%	Returned	
Day 19	66%	Returned	
Day 20	64%	Returned	
Day 21	63%	Returned	
Day 22	61%	Returned	
Day 23	59%	Returned	

Day 24	57%	Returned
Day 25	55%	Returned
Day 26	54%	Returned
Day 27	52%	Returned
Day 28	50%	Returned
Day 29	48%	Returned
Day 30	46%	Returned
Day 31	45%	Returned
Day 32	43%	Returned
Day 33	41%	Returned (60% Course completed)
After Day 33	0%	Returned

Day 33	69%	Returned
Day 34	68%	Returned
Day 35	67%	Returned
Day 36	66%	Returned
Day 37	65%	Returned
Day 38	64%	Returned
Day 39	64%	Returned
Day 40	63%	Returned
Day 41	62%	Returned
Day 42	61%	Returned
Day 43	60%	Returned
Day 44	59%	Returned
Day 45	58%	Returned
Day 46	57%	Returned
Day 47	56%	Returned
Day 48	55%	Returned
Day 49	54%	Returned
Day 50	53%	Returned
Day 51	52%	Returned
Day 52	51%	Returned
Day 53	50%	Returned
Day 54	50%	Returned
Day 55	49%	Returned
Day 56	48%	Returned
Day 57	47%	Returned
Day 58	46%	Returned
Day 59	45%	Returned
Day 60	44%	Returned
Day 61	43%	Returned
Day 62	42%	Returned
Day 63	41%	Returned
Day 64	40%	Returned (60% course completed)
After day 64	0%	Returned

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 without completing through 60% of the semester, the amount of Title IV grant or loan assistance earned by

the student must be determined and an R2T4 will need to be completed within 30 days of the date of determination. If the amount disbursed to the student is greater than the amount the student earned, the unearned funds must be returned within 45 days of the date of determination.

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 post-withdrawal disbursement of the earned aid that was not received. For post-withdrawal disbursements, the University must disburse all earned grant funds no later than 45 days after determination with no approval needed. As for loans, a post-withdrawal disbursement for student and/or parent funds must be offered within 30 days. The student and/or parent have 14 days to accept or decline the additional funds. If no response, all additional funds must be returned. If the post-withdrawal creates a credit balance, funds must be delivered to the student within 14 days of the calculation.

Depending on the withdrawal date, the student may incur charges from Bluefield University, the repayment of which the student is responsible. The unearned portion of financial aid that must be repaid has no relationship to any refund of required fees or housing charges that might be credited to the student's account based on the date of withdrawal.

If a student withdraws before the first day of classes, 100% of the aid received must be returned to the appropriate source. If a student withdraws at any point in the semester and Bluefield University determines that the student never attended classes, 100% of the aid received must be returned, and Bluefield University charges may be incurred.

At the time withdrawal documents are submitted, the student is counseled about potential repayment obligations. Eligibility for additional aid is dependent upon the student repaying the grant(s) in full or abiding by a Federal repayment plan. Loan funds are repaid in accordance with the terms and conditions of the promissory note.

If a student does not officially withdraw and fails to earn a passing grade in at least one enrolled course during the semester, Financial Aid will verify if the failing grades were earned or were the result of non-attendance. If non-attendance is determined, the "unearned" calculation will be applied based on the last date of a documented academically related activity or the mid-point of the semester.

assessment, etc.). Merely logging into the courses does NOT qualify as an academic activity and cannot be used to determine the last date of participation.

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.

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

- 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).
- 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 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.
- 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.

Formula Calculation

When calculating the Return to Title IV Funds, policy requires that the total number of calendar days within the enrollment period will be divided into the number of calendar days from the beginning of the term until the student's withdrawal date. Periods of five consecutive days or more in which classes are not held (e.g. Thanksgiving holiday in fall or Spring Break in spring) are not included in the equation.

The amount of Federal aid earned by the student is calculated by determining the percentage of the enrollment period completed as of the official date of withdrawal. The balance of this percentage is the unearned portion of the financial aid that will be refunded to the respective assistance program. If the student withdraws after the 60% point in the semester, the assistance earned is 100%. Unearned funds will be refunded by the school to the appropriate financial aid program.

Withdrawal Date

The withdrawal date that is used to determine the earned and unearned portions of financial aid for official and unofficial withdrawals. This is calculated based on the withdrawal date as determined by the Office of the Registrar. The withdrawal date is determined based on the student's last date of participation in the course. Participation can include attendance, or any documented academic activity (submission of assignments, completion of

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 (38 CFR 3679 (e)). The law contains a provision (Section 103) that took effect on August 1, 2019. Beginning that date, for any student that is using Ch. 33 Post 9/11 GI Bill™ or Ch. 31 Veteran Readiness benefits, and as of August 1, 2022, students using Chapter 35 Dependent Education Assistance, 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 Veteran Readiness 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 Veteran Readiness benefits are not required to secure funding to cover the cost of their tuition while the 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.

For students using Chapter 35 Dependent Education Assistance benefits, Bluefield University will work with the student to set up a payment plan to allow for the processing of the students VA Education benefits and for the student to begin receiving their benefit payments that can be used to cover the plan payments. The student is responsible for securing funds to cover any balance not covered by the VA Education Benefits.

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 SSA 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 SSA 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 the 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.

The University will evaluate the military transcript (JST) received for each student. If no transcript is received, four semester hours of physical education credit will be granted based on DD Form 214 information. (Note: This credit will not be allowed if the student is majoring in physical education.) Credit is not posted until the student has completed 6 hours at the University.

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



GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by

Veterans and Active-Duty Service Members

VA is available at the official U.S. government Web site at
<http://www.benefits.va.gov/gibill>.

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

On-Campus Orientation Program

All new students entering Bluefield University participate in new student orientation. The academic year consists of two semesters; the fall semester begins in late August and ends in December, and the spring semester begins in January and ends in May. Fall and spring orientations take place before classes begin.

Orientation is designed to acquaint new and transfer students with registration procedures, Bluefield University guidelines, university life, student activities, and all additional services provided at BU. During orientation, students will participate in informational hands-on sessions designed to help them transition into university life. The University strongly encourages students to study this Academic Catalog to understand all requirements of their specific degree program.

Online Orientation Program

At the beginning of the online educational journey, each student is enrolled in an online orientation that encompasses a holistic introduction to the Bluefield University online 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, 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 online orientation. Traditional students must complete a version of the online program orientation as part of the approval process for enrolling in an online course. If any student, online or traditional, 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.

RESIDENCE LIFE

Bluefield University seeks to provide an environment that is compatible with and supportive of personal, spiritual, social, physical, and intellectual development. Specifically, the mission of the Department of Residence Life is to provide a living/learning community that is clean, attractive, well maintained, safe, comfortable, and considered by residents to be a positive and desirable community living arrangement. Personal growth and maturation occur in the residence hall as students learn the fine art of getting along with others. Learning to co-exist peacefully and productively with other individuals is fundamental to overall success in life. Central to this concept is the development of genuine concern for other human beings.



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 Engagement coordinates programming that includes concerts, special events, group trips, visiting coffeehouses, lectures, etc. All students are encouraged to participate in 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 at 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 Vocatio 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.

VOCATIO: CHAPEL/CONVOCATION

The University has a lyceum-type approach to convocation that integrates worship and learning events under the umbrella rubric Vocatio, which has been intentionally designed to encourage students to approach the world with a larger dimension of self, neighbor, and God than they may previously have realized.

Chapel/Worship Services

Chapel is a component of Vocatio. Through Vocatio, students will be required to attend ten Chapel (worship) services and five academic convocation events each semester that will be focused on a set theme related to the general education core of Inquiry, Character, Citizenship, and Wellness.

Every Wednesday morning at 10:30 a.m., students, faculty, and staff gather for worship in Harman Chapel. The Chapel program exists first and foremost to worship God our Creator. It is also an opportunity for students to grow in their faith and broaden their

Christian worldview through the spoken word. For those who do not know Jesus Christ, Chapel provides the opportunity to enter into a personal relationship with Jesus as Lord and Savior. Chapel attendance is required for on-campus students and is considered a part of the University's general education requirements.

All full-time students in the on-campus program are required to attend ten approved Chapel services per semester. To track this, students are enrolled in a zero-credit Vocatio course each semester. Students who do not meet the required ten Chapels per semester will have a hold placed on their academic transcripts and will not receive their diploma upon completion of all other academic degree requirements. All students will have the ability to monitor their own Chapel through their MyBU account.

Classes that begin at 9:30 a.m. on Wednesday conclude early at 10:15 a.m. to allow time for students to lead or participate in chapel events; accordingly, students will not be excused any earlier than 9:45 a.m.

Academic Convocation

All full-time students in the on-campus program are required to attend five approved convocation events per semester. Convocation will focus on inquiry, character, citizenship, and wellness. Convocation attendance is required. The attendance policy and schedule of programs are available through the Office of Academic Affairs. All students will have the ability to monitor their attendance through their MyBU account.



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 University 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.

STUDENT COMPLAINTS

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

Grievance Policy: Formal Complaints

If a student has a serious concern about any specific area of the University, such as a policy or a University official, he/she is obligated first to make an attempt to dialogue with the appropriate individual directly. If the student is unsatisfied with an answer given, he/she 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 Vice President for Enrollment Management & Student Development if they feel that they have been subjected to retaliation.

Student Complaint Procedure:

When a student wishes to register dissatisfaction with a matter, the following procedure should be initiated: Complete the online student grievance form found in Forms under the Student Tab on MyBU. The Vice President of Student Development 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 Vice President of Student Development 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 101-226 (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 the 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 email 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:

- On-campus residence hall directors or resident advisors
- Bluefield University's primary social media accounts (i.e. Facebook, Twitter, Instagram)

Other Sources Near by the Main Campus:

- WVVA-TV 6
- WVNS-TV 59
- WDBJ-TV 7
- J-104 Radio: FM 104.5
- The Eagle Radio: FM 100.9/100.1
- Kicks Country Radio: FM 106.3/107.7
- WHIS Talk Radio: AM 1440/1470 and FM 97.3
- Spirit FM Radio: FM 91.1
- Star 95 Radio: FM 95.9

Academic Services

THE ACADEMIC CENTER FOR EXCELLENCE (ACE)

The mission of the Academic Center for Excellence (ACE) is to provide resources and services that promote a culture of academic success among all Bluefield University students. The ACE staff are committed to meeting students where they are as learners. They seek to foster in them the skills, strategies, habits, and character necessary to become excellent students and transformational leaders. The ACE staff encourages students to take responsibility for both academic choices and achievements, and understand that academic planning and development occur during one's undergraduate years as well as throughout their lifetime. Tutoring services, academic coaching, disability services and the testing center for College-Level Examination Program (CLEP) and Defense Activity for Non-Traditional Educational Support (DANTES) Subject Standardized Tests (DSST) assessments are housed in the ACE.

Tutoring services at Bluefield University are designed to help students improve their learning strategies in order to promote independent learning and success. Tutoring in all academic areas is coordinated through the ACE, including face-to-face and online tutoring. Tutoring appointments will be arranged for students in need of tutoring in any discipline as tutors are available.

The ACE offers academic coaching to all students who desire to improve their ability to succeed in their coursework by offering assistance, free of charge, that is tailored to meet their specific academic needs. Academic Coaches can assist you by helping to determine your academic strengths and weaknesses and then aiding you in designing a plan, assisting with study skills, choosing strategies and time management, determining learning styles, assisting with test anxiety, and more. Academic Coaches can also assist students with problem-solving as well as provide recommendations for any outside services that may be beneficial. No issue is too big or too small, do not hesitate to reach out.

The Dean of Academic Support and the ACE direct all ACE services as well as work with students on academic notice to help them achieve their academic goals. Students placed on academic notice are required to meet with the Dean of Academic Support and the ACE while they are working to improve their scholastic performance.

Academic accommodations is also available for students with documented disabilities. If any student desires assistance, he or she must contact the Assistant Director of the ACE at ace@bluefield.edu. The Assistant Director will consult with the student regarding any appropriate accommodations and their implementation.

CLEP and DSST testing are available for students of Bluefield University, the surrounding community, and the general public. Tests are scheduled by individual appointment. To arrange taking a test, contact the ACE at ace@bluefield.edu.



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 ACE.

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 University 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.

All Bluefield University students are entitled to use all the resources and services of Easley Library, including book check-out, database access, and interlibrary loan. The library's website is located at: <https://www.bluefield.edu/academics/easley-library/>. The Library's catalog link and database page can be accessed from any computer or mobile device, whether on or off-campus. Easley Library also provides computers for student use on-site, a media lab, and spaces for cooperative and independent study.

Off-campus students who are unable to pick up books in person may request Easley Library books, and interlibrary loan books be mailed to them at their home address. Students are responsible for mailing these books back to the Library by the due date, at their own expense.

To contact a librarian for research assistance, interlibrary loan requests, reading guidance or with other questions, e-mail library@bluefield.edu or contact a specific librarian through the BU online directory.

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 Student Success Coaches and 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 ACE.

ACADEMIC COMPUTER LABS

The Science Center houses three computer labs that are available to students 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.

CAREER SERVICES

Career Services welcomes and serves all students in all majors 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 as an underclassman or a senior 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
- Applying to graduate school
- GRE/MCAT prep



ADVISING FOR STUDENT SUCCESS

The 2023-2028 Bluefield University Quality Enhancement Plan (QEP) engages students through the advising relationship. The most functional role of the advising process is to ensure that students are on track for a timely graduation. Our University QEP project envisages that the advisor-advisee relationship can be improved to provide increased guidance and support for students. Utilizing a holistic advising model, the students will engage in a process of growing self-agency and self-awareness of personal strengths.

The Advising for Student Success project is built upon four outcomes, two of which concern student learning and two of which support student learning.

- Outcome 1: Students will be able to integrate a strengths-based approach into their academic, career, and personal growth.
- Outcome 2: Students will be able to demonstrate agency in their academic, moral, career/vocation, and personal growth.
- Outcomes 3: Advisors will be able to support advisees by participating in ongoing professional development.
- Outcome 4: University stakeholders will be able to support expected proficiencies for each academic class in the holistic advising model.

The QEP is closely tied to our newly revised General Education Curriculum, whose foundational courses include two in Christian Studies, which will set a foundation for understanding their university experience through a biblical and broadly Christian worldview, as well as four courses entitled Career Pathway I-VI. These foundational courses will provide much of the strength and career exploration that will foster further conversations in the ongoing advising sessions.

The student-centric goal of the QEP is a graduating senior who understands how to navigate independently the University processes, apply strengths-based thinking to career pathways, and to self-evaluate how skills and dispositions apply to moral, career, and personal decisions.

Academics

Bluefield University, a Christian liberal-arts University, awards associate, baccalaureate and master's degrees in various fields of study. Bluefield University offers two formats for obtaining an undergraduate degree: a traditional program and an online program. The traditional program consists of fall and spring terms on the Bluefield, Virginia campus. Bluefield University Online offers undergraduate, 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.

Associate degrees consist of a minimum of 60 semester hours of instruction. The baccalaureate degree requires completion of a minimum of 120 hours of instruction including courses in general education, the major, and general electives. Some baccalaureate programs may also require a minor. Minimum semester hour requirements for Master's degree programs vary by program. Students must also meet residence requirements spelled out in the Requirements for Graduation section of this catalog.

UNDERGRADUATE DEGREES

Associate of Science

Students pursuing the Associate of Science degree will be required to complete general education courses and additional electives for a total of 60 credit hours. The specific degree requirements are found in the description of each major.

Bachelor of Arts

In addition to General Education requirements and the requirements within the chosen major, students pursuing the Bachelor of Arts degree must demonstrate proficiency in a modern or biblical language or in American Sign Language – 6 credits of language study. The specific degree requirements are found in the description of each major.

Bachelor of Science

Students pursuing the Bachelor of Science degree focus upon meeting additional requirements within the fields of mathematics, sciences, or professional studies without modern or biblical language study. The specific degree requirements are found in the description of each major.

Bachelor of Science in Nursing

Students pursuing the Bachelor of Science in Nursing degree focus upon meeting additional requirements within the fields of mathematics and sciences, in addition to the requirements of the nursing majors. The specific degree requirements are found in the description of each major.

ACADEMIC DEFINITIONS

The Major

A major is an academic program designed to enable students to acquire mastery of a particular discipline or interdisciplinary area. Baccalaureate majors at Bluefield University consist of a minimum of 10 courses or 30 semester hours, at least five courses of which are 3000 level or above. The total number of courses a baccalaureate program may require at any level in the major and related departments is generally no more than 18 courses or 54 semester hours.

The Concentration

A concentration is an academic program in which a student completes a basic set of courses within the major and another predetermined set of courses that more specifically define the major. The academic department specifies the courses required for a concentration. Concentrations require a minimum of five courses or 15 semester hours. At least five courses must be at or above the 3000 level.

The Track

A track is an academic program within the student's declared major that enables the student to focus on the elective hours beyond the core courses in the major. The academic department specifies the courses for a track. Tracks require a minimum of three courses or nine semester hours. At least three courses must be at or above the 3000 level.

The Minor

A minor is an academic program that a student completes in an academic area other than that of the declared major. The academic department specifies the courses required for the minor. Minors require a minimum of five courses or 15 semester hours. Students may complete the requirements for any minor, but the major determines the student's degree (e.g., Bachelor of Arts and Bachelor of Science).

The Academic Catalog Year

The Academic Catalog Year (ACY) is the curriculum and policies for the specific Academic Year as articulated in the Academic Catalog of that year. Students are assigned the Academic Catalog Year for the academic year they enter Bluefield University and are held to the academic curriculum and policies of that catalog for the duration of their study in the program, assuming continuous enrollment.

Students who withdraw from the University and return at a later semester in the same program may remain on their original ACY as long as they restart within two years of their withdrawal, unless the program has been eliminated. Students who withdraw and then return more than two years after the date of their withdrawal and/or students who switch majors/degrees must switch to the new ACY for any new program of study (including majors, minors, degrees). Students who add additional majors/degrees within different years (i.e. start with one major, then add a second the following year) are subject to the academic curriculum and policies of the multiple years unless the student moves to the new ACY for all majors/degrees.

Students in an older Academic Catalog Year are welcome to switch to the current ACY; however, students cannot revert to an earlier ACY.

This policy is only applicable for academic curriculum and academic policies. Students are responsible for the current financial, student life, honor code, etc. requirements of each new catalog.

ACADEMIC INTEGRITY AND THE HONOR CODE

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 unauthorized help on any work submitted, including homework, papers, projects, tests, or examinations.

Cheating constitutes having someone (or something) 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 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 their 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.

Academics at Bluefield University

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 email 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 University are expected to maintain satisfactory academic standing, which requires a cumulative quality point average of 2.0 (C) or better in their total program of courses and a minimum 2.0 in the course work of their major areas of specialization.

Academic Notice

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 (see scale below) on Academic Notice. Academic Notice 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.

Academics at Bluefield University

Students placed on Academic Notice for the first time will be required to enroll in ACS 1012 Academic Success Seminar in the semester immediately following their notice of Academic Notice; for example, students placed on Academic Notice for the first time at the conclusion of the spring semester must take ACS 1012 Academic Success Seminar in the fall semester. Any student may elect to take this course; although it does not satisfy Bluefield University graduation requirements beyond electives, its credit hours may be used for determining athletic or financial aid eligibility.

A student on Academic Notice will not be permitted to take more than 14 hours, unless enrolling in ACS 1012 Academic Success Seminar causes the student to exceed 14 hours by no more than 2 credit hours. Students on Academic Notice may not represent the University in athletics, choir, chorale, or other official University-sponsored activities.

Notice of Academic Notice will be printed on the permanent student transcript maintained in the Registrar's Office. A student will be removed from Academic Notice upon attainment of a minimum cumulative GPA for total number of credit hours attempted. The minimum cumulative GPA requirements are as follows:

Career Hours Attempted	Career Hours GPA
0-57	1.75
58+	2.0

Prior to registration for each semester in which a student is on Academic Notice, 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 Notice

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 Notice is subject to suspension.

Students admitted on Academic Notice must meet the requirements stated in their letters of acceptance, which include enrolling in ACS 1012 Academic Success Seminar.

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. The first time a student is placed on Academic Suspension it is for one semester. A student who receives a second suspension may not return to the University for a full calendar year following the date of suspension. Students dismissed for a third time for academic reasons are ineligible for readmission to the University.

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 Notice 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.

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

Convocation attendance appeals information is available in the Student Development office. Important note: In all cases the student must follow the proper procedure, or the appeal will be invalid.

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 his or her intention to request academic forgiveness in writing 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.

The Registrar will certify the request and forward the material to the Provost who will be responsible for ensuring that the student is counseled, conferring with the faculty (especially those who instructed the student), acting on the request, and returning 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 toward-degree requirements. However, the Dean of the University or School in which the student is enrolled may waive major, minor and general education requirements met by forgiven courses (in which the student received at least a "C" or higher grade), while requiring the student to substitute elective courses equivalent in hours to those waived.

Academics at Bluefield University

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 online education 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. While online courses are a viable alternative for some students, online courses are not suited for all students. Students and their advisors should discuss what methods of delivery are most appropriate and best suited for the students to achieve the most optimal learning experience and environment.

Enrollment in online courses is based upon certain assumptions:

1. Traditional classroom learning does not suit the needs of all learners due to work schedules, family obligations, and other commitments. Online coursework provides an opportunity for these learners to continue to progress academically.
2. Online and in-class courses may be used to meet the University's graduation requirements provided that the courses have either been taken with the University or have been accepted in transfer by the University.
3. Online student learning outcomes are equivalent to those of the same courses taught on campus in a classroom and will be assessed as such.

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 coursework. Likewise, students must have the necessary computer access to meet 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.

GLOBAL EDUCATION

Bluefield University is a member of the Council for Christian Colleges & Universities and offers semester long study abroad opportunities in Australia, China, Costa Rica, Jordan, Uganda, and England. Through our partnership with CAPA (www.capa.org) students have the opportunity to study in global cities such as Sydney, Buenos Aires, Florence and London and take a variety of courses with faculty members of the cooperating institutions as well as from qualified professors from the host country.

Additionally, Bluefield University is aligned with Consortium for Global Education (CGE), which can be found on the web at www.cgedu.org. Through this program students can study abroad in various areas of interest, with short and long-term opportunities, especially as they relate to the learning of the Arabic and Chinese languages.

Bluefield University also offers enrichment/learning opportunities through international travel and cultural immersion. Such opportunities are coordinated with academic coursework completed at the main campus in Bluefield.

The University is committed to global education and has established an exchange program with Jiangsu Second Normal University in Nanjing, China, whereby Bluefield University faculty and students teach and study in China, and Chinese students and faculty participate in the Bluefield University academic environment. Opportunities for "global" activities are also available through CCCU Global Ed (www.cccuglobal.org) in Washington, DC, Los Angeles and Nashville.

For current information please go to the Global Education Link which can be found under the Academics Tab on the www.bluefield.edu website.

DEVELOPMENTAL COURSES

Developmental courses (MAT 0113 and MAT 0123) are courses used to prepare students for university-level courses. These courses may serve as pre-requisites for certain university-level courses at Bluefield University; however, they will not count toward the 120 credits needed for graduation.

Math Placement for Non-Math Majors

Students entering Bluefield University without prior college math credit will be placed into the appropriate introductory courses based on the Mathematics Department guidelines discussed below. To obtain an initial placement into MAT 1213 the student is expected to have obtained a B or better and earned a GPA greater than 3.0 in courses equivalent to Algebra I, Geometry, and Algebra II, and to have taken a fourth math course of any content type (Algebra-Functions-Data, Computer Math, Statistics, Algebra III, Trigonometry, Precalculus, Calculus, etc.). Those not meeting this threshold will be placed into MAT 0123 or MAT 0113 based on the number and type of math courses passed, and the grades obtained.

Alternate means of placement into MAT 1213 are available for those who do not meet the placement criteria discussed above. These are shown in the list below.

- Completion of the SAT or ACT may supersede the placement result from high school math courses if it results in a higher placement. The best available sub score on the math section of the SAT or ACT as documented on the student's high school transcript or official SAT/ACT score report will be used for this purpose. The table below lists score ranges for the current version of the SAT and ACT, and the appropriate initial placement.

Test	Math Section Subscore	Placement
SAT	530 or higher	MAT 1213 or 1233
SAT	470-520	MAT 0123
SAT	460 or lower	MAT 0113
ACT	22 or higher	MAT 1213 or 1233
ACT	19-21	MAT 0123
ACT	18 or lower	MAT 0113

- Successful completion of a transferable college-level math course from an accredited institution as documented on an official transcript. This exception applies regardless of how old the credit is and supersedes all other placement criteria. Any student for whom this applies is free to take any additional math course for which they have the prerequisite(s).
- Appropriate score on an Advanced Placement (AP), International Baccalaureate (IB), DSST or CLEP exam in an appropriate mathematics subject as documented by official test score or official transcript. Obtaining an appropriate score will earn the student college math credit, and the student will be free to take any additional math course for which they have the prerequisite(s).
- Appropriate score on an ACCUPLACER Elementary Algebra exam completed within the last three years as documented by an official score report obtained from the school where the test was taken. A student meeting this exception will be able to take MAT 1213 (College Algebra I) or MAT 1233 (Mathematics of Finance).
- Successful completion of non-transferable Elementary Algebra type courses from an accredited institution within the last three years, as documented by official transcript. Consideration will be given to such courses on a case-by-case basis, reviewed by the Mathematics Department for content. A student meeting this exception will be able to take MAT 1213 or 1233. No transfer credit will be awarded for courses that do not carry college credit.
- International students will have their InCred documentation evaluated for math placement on a case-by-case basis, adhering as closely as possible to the criteria mentioned above.
- Students not meeting one of criteria above who wish to place out of MAT 0123 (Foundations of Algebra) or MAT 0113 (Fundamental Concepts in Mathematics) may petition the Mathematics Department to place out by examination if suitable exams are available. Unsuccessful attempts will NOT result in a student losing their current placement.

UNDERGRADUATE GRADING SYSTEM

Letter	Percentage	Grades	Q. Points*
A	93.0–100%	Superior	4.0
A-	90.0–92.9%		3.7
B+	87.0–89.9%		3.3
B	83.0–86.9%	Good	3.0
B-	80.0–82.9%		2.7
C+	77.0–79.9%		2.3
C	73.0–76.9%	Average	2.0
C-	70.0–72.9%		1.7
D+	67.0–69.9%		1.3
D	63.0–66.9%	Poor	1.0
D-	60.0–62.9%		0.7
F	0–59.9%	Failure	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 college	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, sometimes 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

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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 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 of 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 student is 12-18 hours per semester. Any students wishing to enroll for more than 18 semester hours must have a Bluefield University cumulative GPA of 3.0 or greater.

A student may petition to enroll for more than 18 semester hours by submitting a *Request to Exceed Full Time Course Load* to their Faculty Advisor. If Advisor approval is granted, the request is sent to the appropriate Dean and the Provost for final approval.

Traditional students who take more than 18 credit hours will be charged for each hour in excess of 18.

Traditional Students who are in the honors program and who take more than 18 credit hours will be charged. However, the student will be given a tuition waiver to cover the cost of the overload.

Course Load Restrictions

- Students on academic notice are limited to 14 semester hours.
- Students who are taking fewer than 12 semester hours are considered part-time.
- Students who live in on-campus housing must be registered for a minimum of 12 semester hours.

Classification of Hours

Classification

Semester Hours Completed

Freshman	01-27
Sophomore	28-57
Junior	58-91
Senior	92+

Course Numbering System

First digit:	0000 - level of the course: Freshman – 1000 Sophomore - 2000 Junior-Senior – 3000-4000
Second & Third digits:	0000 - College/School identification

Fourth digit: **0000 - number of credit hours**

Credit Hour Policy

For Bluefield University students in the traditional undergraduate program, in the online undergraduate program, and 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.

Full-time Independent Study (student teaching, practicum)

If a student's academic activity is essentially full-time (as in student teaching), one semester credit hour may be awarded for each week of work.

Short Sessions

Credit hours may be earned in short sessions (summer sessions, intersessions, etc.) proportionately to those earned for the same activity during a regular term of the institution, normally at no more than one credit per week of full-time study.

Summer Courses

A variety of classes are offered during two seven-week summer sessions.

ADDING, DROPPING, & WITHDRAWING FROM 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 the MyBU portal.

Dropping and Withdrawing from Classes

On-Campus Face to Face Classes:

A student may drop a class during the first five business days of the semester (prior to the official drop date) and the course will not become a part of the student's permanent academic record.

After the drop date and up to the deadline to withdraw from a class, a grade of "W" is issued. The grade of "W" will be reflected on the student's transcript, but will not affect the student's GPA.

After the deadline to withdraw from a course (noted on the Academic Calendar), the student's permanent record will reflect what he or she earned in the course.

Once a student attends the first class, it is his or her responsibility to drop or withdraw from the course by completing and submitting the Add/Drop/Withdraw form to the Registrar's Office. Courses dropped prior to the drop deadline will not be charged to the student's account. Refunds are not given for individually dropped courses after the drop date (see Tuition and Fees section).

Students who seek to drop or withdraw from the following fundamental skills classes, in which they are enrolled, are strongly encouraged to meet with their advisors prior to dropping/withdrawing from the following courses.

COR 1011 and COR 1021 Career Pathways
MAT 0113 Fundamental Concepts in Mathematics
MAT 0123 Foundations of Algebra
ENG 1013 Introduction to Writing Process
ENG 1023 Argumentative and Analytical Writing (if applicable)

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). Students may drop a course prior to the official drop date listed in the Academic Calendar. Dropped courses will be deleted from the student's permanent academic record.

After the drop date and up to the deadline to withdraw from a class, a grade of "W" is issued. The grade of "W" will be reflected on the student's transcript, but will not affect the student's GPA.

After the deadline to withdraw from a course (noted on the Academic Calendar), the student's permanent record will reflect what he or she earned in the course.

Once a student participates in an online course, it is his or her responsibility to officially drop or withdraw by completing and submitting the Drop/Withdraw form through MyBU. Students will be charged for classes according to the prorated withdrawal refund schedule.

A student who does not participate in any enrolled course(s) for a particular term and is dropped from all term courses for non-participation will also be dropped from any future term in which the student is enrolled unless the student specifically petitions the Registrar's Office in writing to remain in registered classes.

A student who withdraws from all courses in one term will also be dropped from any future terms unless the student specifically petitions the Registrar's Office in writing to remain in registered classes.

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.)

WITHDRAWAL FROM THE UNIVERSITY

A student who wishes to withdraw from the University should fill out the University Withdrawal form located on MyBU. 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 with the Financial Aid Office regarding regulations for satisfactory academic progress. In addition, a student should consult with Student Accounts 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 to offer 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 attendance is critical to the learning process. Students must attend a minimum of 75% of classes in a course to receive academic credit. This University-wide policy serves as the basis for instructors' individual attendance policies as described in course syllabi. Instructors maintain class attendance for all courses. At the discretion of the instructor, *unexcused absences* can result in severe academic penalties including, but not limited to, academic withdrawal, reductions in course final grades, out-of-class reading assignments with in-class oral reports, and out-of-class meetings with the course instructor. All such penalties are included in course syllabi.

Students should notify the course instructor *in advance* about any *planned absence*, so homework assignments can be made. When missing a class, students should ask a fellow student to take class notes and collect any course handouts.

Change of Grade Policy

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 made 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 by the faculty and returned to the Registration Services. Students may appeal for an exception to the policy in situations beyond their control.

Final Examinations

Final examinations are scheduled for the last four days of each semester. Examination periods are two hours with breaks of at least 60 minutes between each exam period. Every class meets during its scheduled examination time, and attendance is required with the exception of laboratory examinations that are administered during the last week of the semester, just preceding examination week.

Students are expected to take final examinations as scheduled. A student who has more than two examinations during one day of the examination period may petition the relevant faculty for a makeup examination on a different day provided that proof of three final exams on the same day is documented. Students sharing rides must delay departure from the campus until all riders have completed final exams. The detailed examination schedule is located on MyBU.

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 University, 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 shall 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 College or School shall 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 Provost and four faculty members selected by the Provost. The desire to appeal must be expressed by the student in writing to the Provost within two weeks after receipt of the department chair's recommendation. The Provost 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 shall be closed to all except committee members.

4. The committee's decision will be determined by majority vote and shall 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 Provost shall enforce the committee's decision.
5. The ad hoc committee shall 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 Provost will appoint an alternate.

transcript. To clarify this seeming discrepancy between actual undergraduate hours and graduation requirements, a note will be placed on the transcript indicating that graduate level courses were used to complete the undergraduate degree requirements, and that grades for graduate level courses were not calculated into the undergraduate GPA.

UNIVERSITY TRANSFER CREDIT

Transfer students must submit official transcripts of credits earned, from all institutions of higher education previously attended, directly to the Bluefield University Office of Enrollment Management. Prior to the student's enrollment, an evaluation of transfer credit will be completed by the Registrar's office and faculty to determine which courses will apply toward the student's degree program and which courses will apply only as elective credit. Undergraduate students must complete a minimum of 36 credit hours of coursework at Bluefield University.

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. Course work transferred or accepted for credit toward an undergraduate degree must represent collegiate course work relevant to the degree, with course content and level of instruction resulting in student competencies at least equivalent to those of students enrolled in the institution's own undergraduate degree programs, and, except as noted below, must be from institutions holding regional accreditation at the time of the student's enrollment.

There is no limit to the number of semester hours of work that may be accepted for transfer from institutions accredited by an accrediting body recognized by the Council for Higher Education Accreditation (CHEA) and the U.S. Department of Education. A grade of C- or higher must be earned for a course to be considered for transfer credit. Undergraduate students must earn a minimum of 36 semester hours at Bluefield University.

The transferability of credit to other institutions is at the discretion of the accepting institution, and it is the student's responsibility to confirm whether credits will be accepted by another institution of a student's choice.

Institutional Requirements for Transfer Credit

1. 36 credit hours must be completed at Bluefield University in order to earn a bachelor's degree
 - o 21 credit hours in the required major courses must be taken at Bluefield University
2. 9 credit hours in the minor must be taken at Bluefield University
3. Grades of C- and above will be evaluated for transfer credit
4. Transfer credit may be given for courses with a grade of "P" except for freshman level writing courses (ENG 1013 and ENG 1023).
5. Transfer courses must have been completed at an institution accredited by an accrediting body recognized by the Council for Higher Education Accreditation (CHEA) and the U.S. Department of Education
6. Academic credit for experiential (prior) learning credit, CLEP, DSST, Advanced Placement is not transferred from another college transcript; documentation must be received from the

Students must meet the individual graduation requirements for undergraduate and graduate degrees.

In addition, residency requirements for the undergraduate degree must be met with undergraduate courses; students must earn a minimum of 36 undergraduate semester hours to include at least 21 hours in the major at Bluefield University.

Since courses completed at the graduate level will not be calculated into a student's undergraduate Bluefield GPA for graduation purposes, students must earn a minimum grade of C (2.0) in any graduate level course for the course to count toward the undergraduate program requirement and students must maintain a 3.0 GPA for all graduate level coursework.

Undergraduate BU transcripts for students who complete the undergraduate degree using graduate level courses may show fewer than the minimum number of required credits for graduation (typically 120 semester hours) in the undergraduate section of the

original source. Students can apply for academic credit at Bluefield University and all experiential learning is reviewed on a case-by-case basis.

Waiver of Courses Based on Transfer Work or Experience

Undergraduate students who have transferred a minimum of 28 credit hours into Bluefield University will have the COR 10xx Career Development courses waived. Undergraduate students who have transferred a minimum of 58 credit hours into Bluefield University will have the COR 20xx Career Development courses waived. Undergraduate transfer students who have transferred—according to the official Registrar evaluation—all but 36-39 of the credits required for graduation may substitute a zero credit, pass/fail Bluefield University Strengths Finder course in place of COR 3011 and COR 3021.

Transfer undergraduate students who have earned a Baccalaureate, an Associates of Arts, an Associates of Science, or an Associates of Arts and Science with a 2.5 GPA or higher from any CHEA recognized accredited institution will have general education requirements waived except for the following:

- the degree requirements (Math/Science for the Bachelor of Science (BS) and Language/Culture for the Bachelor of Arts (BA),
- the COR 30xx Career Development Courses, and
- the Christian Studies courses.

This policy does not apply to an Associate of Applied Studies or any other Associates degree.

Education Students: Students enrolled in the undergraduate education program at Bluefield University will not be able to have certain general education courses waived as determined by the required competencies articulated by the state of Virginia for licensing.

Students with Significant Career Experience

Students with significant work experience in the major field who do not have an appropriate number of transfer credits may request the COR 10xx, COR 20xx, COR 30xx Career Development courses be waived by submitting a CV/Resume or a letter describing the significant career experience to the Registrar's Office, which will then be forwarded to the appropriate College/School Dean. Approval for such a waiver may be granted by the Dean of the College or School, or the Provost.

If approved, the following waivers will generally apply:

- 5-9 years of relevant career experience, waiver of COR 10xx
- 10-14 years of relevant career experience, waiver of COR 10xx and COR 20xx
- 15+ years of relevant career experience, waiver of COR 10xx, COR 20xx and, with successful completion of the zero-credit pass fail Bluefield University Strengths Finder course, waiver of COR 30xx.

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 Course Transfer Approval Form from the Registrar's Office or from MyBU.

Articulation Agreements

Bluefield University has an articulation agreement with the Virginia Community College System. Under the terms of this agreement, students who graduate from Virginia community colleges in designated Associate of Arts and Sciences degree programs and have achieved a GPA. of at least 2.5 in their academic work are eligible for automatic acceptance upon completion of the application procedures for Bluefield University.

Bluefield University has an articulation agreement with Richard Bland College of The College of William and Mary. Under the terms of this agreement, students who graduate from Richard Bland College with an Associate of Arts or Associate of Sciences degree and have achieved a GPA. of at least 2.5 in their academic work are guaranteed admission upon completion of the application procedures for Bluefield University.

Bluefield University has an articulation agreement with the Kentucky Community and Technical College System. Under the terms of this agreement, students who graduate from KCTCS with an Associate in Applied Science degree (AAS), have achieved an unencumbered Registered Nurse license, and have earned a KCTCS cumulative GPA. of at least 2.5 in their academic work, are guaranteed admission upon completion of the BU online application and submission of official transcripts for all academic work.

Bluefield University has a 3+3 articulation agreement with the Appalachian School of Law. The mission of both Bluefield University and Appalachian Law School is nearly identical: to provide the highest quality education for students from the historic Appalachian region and if agreeable to them, to prepare graduates for community service and leadership within the region.

Appalachian College of Pharmacy 3+3 Agreement

Bluefield University has an articulation agreement with the Appalachian College of Pharmacy (ACP).

To be eligible for admission to the Doctor of Pharmacy program, applicants must meet the following criteria:

1. Complete a minimum of 72 semester credit hours of pre-pharmacy study in an accredited college or university in the United States, or the equivalency of credits from a foreign college or university whose transcripts are evaluated by Josef Silny and Associates, World Educational Services, or AACRAO International Education Services.
2. Have a grade of C- (or its equivalent) or better in all prerequisite courses.

The Appalachian College of Pharmacy incorporates a holistic approach to admissions. Applicants presenting above average GPAs or PCAT scores are more competitive. Experience and other evidence may be considered. Applicants must complete the following coursework to be eligible for admission to the Doctor of Pharmacy program. All prerequisites must be completed and verified to the Office of Admissions by the end of the summer term of the year of matriculation. In addition, it is recommended that all prerequisite coursework be completed within five (5) calendar years of the time of application to the program.

Prerequisite Courses	Credits	BU Course/Credits
General Biology with lab	8	BIO 1111/1113 Human Biology

Academics at Bluefield University

		BIO 1141/1143 Fundamentals of Biology
College Chemistry with lab	8	CHM 1011/1013 General Chemistry I CHM 1021/1023 General Chemistry II
Organic Chemistry with lab	8	CHM 2014 Organic Chemistry I CHM 2024 Organic Chemistry II
College Physics with lab	4	PHY 2014 Physics I
Advanced Biological Science	4	PHY 2024 Physics II, BIO 3053/3061 Biochemistry w/ Lab, BIO 4014 Genetics BIO 4024 Cell Molecular Biology
Human Anatomy	6	BIO 2011 / 2013 A&P I
Human Physiology	6	BIO 2021 / 2023 A&P II
General Microbiology	3	BIO 3034 Microbiology
English Composition	6	ENG 1013 Intro to the Writing Process ENG 1023 Argumentative & Analytical Writing
College Mathematics Electives	6	MAT 1815 Calculus Math elective 3 Credits
	19	SOC1013 or PSY1013 Literature 3 credits BUS 2513 Macroeconomics Fine Arts HIS 1033/1043 World Civilization HIS 2013/2023 US History I&II CST1103 Biblical Perspectives COR Career Pathways I-IV (1 credit each) ESS 2002 Personal Wellness Wellness Activity Course (1 credit) COM 1023 Speech
Total	72	86 Credits

Edward Via College of Osteopathic Medicine

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.

ALTERNATIVE AND NON-COLLEGIATE CREDITS

Bluefield University awards college credit for learning that takes place outside of the traditional college classroom. Alternative credit can be earned in the following areas:

1. Advanced Placement
2. International Baccalaureate Programs
3. College Level Examination Program (CLEP) or Dantes Subject Standardized Test (DSST) Examinations. Bluefield University is an approved CLEP/DSST testing site.

4. ACE Recommended Non-Collegiate Courses
5. Military Credit
6. Service Schools and Professional Training
7. Experiential (Prior) Learning Credit

Advanced Placement Credit

Advanced placement and academic credit toward a degree may be granted to students who receive a grade of three, four, or five on the Advanced Placement Examinations of the College Entrance Examination Board. Students with a grade of three will receive a maximum of three semester hours of credit. Students receiving grades of four and five may receive up to six semester hours of credit. Credit is awarded only in those fields applicable to the Bluefield curriculum. Information about these examinations can be obtained from the College Board Advanced Placement Examination, P.O. Box 977, Princeton, NJ 08540.

International Baccalaureate Program Credits

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

CLEP & DSST Credits

Bluefield University may award credit or grant advanced standing if a student can demonstrate proficiency in specific subject areas. Certain basic courses may be waived if proficiency in those areas can be demonstrated. If a course is waived, no credit will be given for that course.

The College Level Examination Program (CLEP) and Dantes Subject Standardized Test (DSST) examinations are college examination programs that offer the means to award college-level achievement. Bluefield University grants credit for satisfactory scores made on all CLEP/DSST exams. A maximum of 30 semester hours may be earned through the CLEP and DSST examinations combined, provided the following have been met:

1. The student has received written permission to take the exam from his/her advisor and the Registrar.
2. Credit will be received as pass/fail, that is, no hours attempted or quality points will be computed in the examinee's quality point ratio.
3. Unsatisfactory scores will not become a part of the student's record.
4. The student must earn the American Council on Education (ACE) minimum recommended score.
5. For a complete listing of available examinations, passing scores, amount of academic credit per examination, and course equivalencies, contact the Registrar or the Academic Center for Excellence (ACE).

Bluefield University is an approved CLEP/DSST testing site. Test appointments can be scheduled through the Academic Center for Excellence (ACE) in Bluefield or other testing center locations. A list of testing sites may be accessed on the CLEP and DSST websites. The address for CLEP is collegeboard.org/CLEP and the address for DSST is getcollegecredit.com.

American Council on Education Recommended Non-Collegiate Courses

Bluefield University may grant credit for courses completed through Straighterline, Credly, or other non-collegiate educational platforms, provided the following have been met:

1. The student has submitted a Course Transfer Approval Form to the Registrar's Office and has received written permission to take the course from his/her advisor and the Registrar.
2. Courses must be approved by the American Council on Education (ACE).
3. The student must earn the American Council on Education (ACE) minimum recommended score of a C or better.
4. The final official transcript is sent to Bluefield University Registrar.

Bluefield University reserves the right to deny any transfer or non-collegiate coursework that does not receive preapproval from the Office of the Registrar.

Non-collegiate credits do not impact Grade Point Average (GPA).

Military Service

Bluefield University awards six semester hours of University credit to any student who has completed one year of military service. Three semester hours will apply towards health credit, specifically ESS 2002 Personal Wellness, and one credit will apply to the wellness activity requirements. In order for a student to obtain these six hours of credit, he or she must provide the Registrar with an official copy of their DD214.

Credit awarded for military service will be evaluated on an individual basis. All other military training must be documented on official military transcripts and will be evaluated based on the student's current educational goals. Transfer of elective credit from the military to a Bluefield University official transcript will be based on recommendations from the American Council on Education's *Guide to the Evaluation of Educational Experiences in the Armed Services*. Transfer of general education credit from the military to a Bluefield University official transcript will be based on recommendations from the American Council on Education's *Guide to the Evaluation of Educational Experiences in the Armed Services* and approval from the appropriate College Dean. All credit must be in line with the student's current educational goals even if it is to apply as elective credit. A combination of sixty credit hours for military and professional training may be applied as transfer credit (see "Service Schools & Professional Training" below.)

Service Schools & Professional Training

Elective or general education credit awarded for Service Schools and Professional Training will be evaluated on an individual basis.

Prior Learning Credit

Credit for Certifications

Students who seek credit for professional certification may do so by submitting an official certificate of completion or letter from the agency sponsoring the training. This documentation should verify completion date, contact hours and dates of attendance, and college credit recommendation provided by nationally recognized guides such as those published by the American Council of Education (ACE) Guide, the American Association of Collegiate Registrar's and Admissions Officers, and the National Association of Foreign Student Affairs.

Professional Training

Students who have earned credit through a regional Criminal Justice Academy or a Virginia State Police Academy may complete the Application for Law Enforcement Training Transfer Credit along with supporting documentation and may receive up to 30 credits.

Credit by Examination

At its discretion, the institution may award semester hour credits for mastery demonstrated through credit-by-examination. When such credit-by-examination is allowed, it may be used to satisfy degree requirements or to reduce the total number of remaining hours required for a degree. A maximum of 6 semester hours may be earned through credit by examination toward certain master's degrees (subject to program requirements). A maximum of 30 semester hours towards a Bachelor's Degree, and a maximum of 15 hours towards an Associate's Degree may be earned through credit by examination.

Portfolio

Students with more than three (3) years of experience in a field may present a comprehensive portfolio to challenge a specific course in which the student can demonstrate appropriate experience. Students will be required to complete an initial application, and then if approved, pay the challenge fee and craft the portfolio according to a provided rubric. The completed portfolio will be reviewed by faculty within the department, and if approved, another course can be substituted for the course that was challenged.

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

Internship opportunities may be offered to upper-level majors in their junior or senior year. It is recommended that students perform Internships in the area of their major concentration of study. Exceptions are made only with the permission of the faculty advisor and Department Chair.

The student must have at least a 2.0 overall GPA to apply for an Internship placement, and approval for the Internship is required from the supervising faculty member. Individual departments may have more stringent 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 & HONORS

Requirements for Graduation

General Degree Requirements for undergraduate graduation are:

1. The student must earn 120 semester hours to include the general education requirements, the requirements for at least one major, and the requirements for a minor, if required by the student's major.
2. The student must have a grade point average of at least 2.0 for all work completed at Bluefield University. The student must also have a grade point average of at least 2.0 in all coursework required for the major (including primary and related disciplines, if any) unless a higher grade point average is specified as a requirement for that major.
3. A student earning a Bachelor's Degree must complete at least 36 semester hours of Bluefield University coursework to include at least 21 hours in the major and 9 hours in the minor, if any. A student earning an Associate's Degree must complete at least 16 semester hours of Bluefield University coursework.
4. The student must satisfy the University Vocatio requirement as verified by the Office of Student Development.
5. The student must apply for graduation with the Registrar by the deadline posted on the Academic Calendar.
6. The student must pay the graduation fee of \$125, along with all accounts on campus (Student Accounts, Library, Student Development, etc.), when submitting the required application for graduation.
7. All students must be registered for all remaining classes and will complete all coursework by the end of August in order to participate in commencement exercises. No exception will be made to these requirements.
8. A student who already holds a bachelor's degree and desires to earn a second degree must meet all requirements for the second major and complete at least 30 semester hours of Bluefield University coursework beyond the first degree. All additional requirements above must also be met. A student may be awarded two degrees (B.A. & B.S.) simultaneously by earning 30 hours of Bluefield University coursework beyond those required for a single degree (a total of 150+ hours) and completing all requirements for both degrees.
9. 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. Some students will also be selected for participation in the assessment of the general education program.

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 graduation ceremony. 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.

Honors and Awards

Graduation with honors, available only to undergraduate students, is determined by the cumulative grade point average earned at Bluefield University. In order to be eligible for honors, a student must have earned 60 credits at Bluefield University. The categories for graduation with honors for baccalaureate degree candidates are listed below:

<i>cum laude</i>	Blue Cord	3.50
<i>magna cum laude</i>	White Cord	3.75
<i>summa cum laude</i>	Yellow Cord	3.90

Students whose Bluefield cumulative grade point average is greater than or equal to 3.50 but who have not earned 60 credit hours at Bluefield University will graduate "With Distinction." A notation "Graduate with Distinction" will be added to the student's diploma beneath the student's name.

Honor Program Recognition

Students who complete the Honors Program will receive the designation, "Honors in __" inscribed on their transcripts and be recognized as first graduates in the Commencement ceremony.

President's List

The President's List is announced after each semester. To be eligible for the President's List, a student must earn a 3.9 grade point average for that period and carry a course load of 12 hours or more.

Dean's List

The Dean's List is announced at the same time. To be eligible for the Dean's List, a student must earn a 3.50 grade point average for the period and carry a course load of 12 hours or more.

Alpha Chi National Honor Scholarship Society

Chartered in the fall of 2000, the Virginia Kappa chapter of Alpha Chi (www.alphachihonor.org) is a national interdisciplinary honor society whose purpose is to promote academic excellence and exemplary character among university students and to honor those who achieve such distinction. Alpha Chi members are elected by the faculty from students who have earned 24 semester hours at Bluefield University, are ranked in the top ten percent of the junior or senior class or online program graduating class (based on cumulative GPA) and have good character. Alpha Chi seeks to find ways to assist students in "making scholarship effective for good."

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 the purposes of improving 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 online through National Student Clearinghouse 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 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. For 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 may be obtained from the Registrar, located in Bluefield Central.

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 more information, see the Student Records Policy above.



Academic Programs

COLLEGE OF ARTS AND LETTERS

Department of General Studies

Major: General Studies, A.S.

Department of Christian Studies

Major: Christian Studies, B.A.; Ministry Leadership, B.A.; Associate in Ministry Leadership, A.M.L.

Minors: Biblical Greek; Biblical Hebrew; Biblical Languages; Christian Studies

Certificate of Christian Ministry

Department of Communication Arts

Major: Communication Arts B.A./B.S.

Concentrations: Digital Marketing; Modern Media; Graphic Communications; Sports Communication; Theatre

Minor: Art; Communication; Graphic Communication; Theatre

Department of English

Major: English, B.A.; English Education, B.A.

Concentrations: Literature, Pre-Law, Writing

Minor: English Literature; English Writing

Department of History

Minor: History

Department of Interdisciplinary Studies

Major: Interdisciplinary Studies, B.A. or B.S.

Department of Music

Majors: Music, B.A.; Music Education, B.A.

Concentrations: Applied Music; Church Music; General Music; Instrumental; Vocal/Choral (with or without Teacher Licensure)

Minor: Music; Worship Leadership

Graduate Programs

Master of Arts in Ministry Leadership, M.A.M.L.

CAUDILL SCHOOL OF BUSINESS

Department of Business

Major: Business Administration, B.S.; Business Education, B.S.

Concentrations: Accounting, Cybersecurity, Information Technology; Leadership, Management, Marketing, Sports Management

Minors: Business Accounting; Business Administration; Business Management; Information Technology, Recreation & Sports Management

Department of Cybersecurity

Major: Cybersecurity, B.S.

Minor: Cybersecurity

Department of Information Technology

Major: Information Technology, B.S.

Department of Leadership and Innovation

Major: Leadership and Innovation, B.S.

Graduate Programs

Master of Business Administration, M.B.A.

Specializations: Justice Administration, Healthcare Administration, Leadership, Finance, Human Services, Human Resources

SCHOOL OF CRIMINAL JUSTICE

Department of Criminal Justice

Major: Criminal Justice, B.S. or B.A.

Concentration: Paralegal

Minor: Criminal Justice, Paralegal

Graduate Programs

Specialization: Justice Administration as part of the M.B.A.

SCHOOL OF EDUCATION & SOCIAL SCIENCES

Education Undergraduate Programs with Teacher Licensure

Majors:

Biology Education (6-12), B.S.

Business Education (6-12), B.S.

Elementary Education (PreK-6), B.S.

English Education (6-12), B.A.

Add-on Endorsements: Journalism, Speech

Music Education (PreK-12, Vocal/Choral Music), B.A.

Music Education (PreK-12, Instrumental Music), B.A.

Special Education (General Curriculum Grades K-12), B.S.

Education Undergraduate Programs without Teacher Licensure

Majors:

Biology Education (6-12), B.S.

Business Education (6-12), B.S.

Elementary Education (PreK-6), B.S.

English Education (6-12), B.A.

Add-on Endorsements: Journalism, Speech

Music Education (PreK-12, Vocal/Choral Music), B.A.

Music Education (PreK-12, Instrumental Music), B.A.

Special Education (General Curriculum Grades K-12), B.S.

Early Childhood Education (non-licensure), A.S., B.S.

Minor:

Early Childhood Education

Education

Department of Psychology

Major: Psychology and Human Services, B.A. or B.S.
Minor: Psychology, Substance Abuse Counselor, Christian Mental Health, Trauma Informed Care, Marriage and Family Studies, Life Coaching
Substance Abuse Counselor Certificate

Graduate Programs

Master of Arts in Educational Leadership, M.A.E.L.
Licensure: Administration & Supervision PreK-12
Master of Arts in Education, M.A.Ed.
Master of Arts in Education in Teaching Health Sciences, M.A.Ed.
Master of Arts in Counseling (School Counseling), M.A.
Tracks: School Counselor PreK-12 (CACREP)
(CAEP), Clinical Mental Health Counseling (CACREP)
Master of Arts in Human Services, M.A.H.S.

General Education

GENERAL EDUCATION PROGRAM

The purpose of the General Education program at Bluefield University is to provide a Christ-centered foundation for life-long learning and global citizenship.

Bluefield University requires a basic core of general education courses. The baccalaureate program of Bluefield University requires 39-41 semester hours in general education for the Bachelor of Arts or Bachelor of Science degree. Bluefield University requires general education courses in Christian studies, English, humanities, math/science, social science, fine arts, speech, health and wellness.

Students Learning Outcomes for General Education

The Student Learning Outcomes (SLOs) for the General Education Program are:

- Students at Bluefield University (BU) will communicate effectively in a variety of modalities across academic, professional, and social situations.
- Students at BU will utilize practical strategies for addressing problems using research and technology.
- Students at BU will apply ethical and biblical principles in personal, professional, and social situations.
- Students at BU will demonstrate the knowledge and skills that enhance the wellness of self and others.
- Students at BU will develop the necessary knowledge, skills, and professional dispositions to be productive members of the workforce.
- Students at BU will integrate multidisciplinary knowledge and theory to develop a comprehensive project.

GENERAL EDUCATION REQUIREMENTS

General Education Courses	Credits
ENG 1013 Introduction to the Writing Process	3
COM 1023 Fundamentals of Speech	3
CST 1103 Biblical Perspectives	3
CST 1433 Developing the Christian Mind	3
Math or Science	3
Fine Arts/Humanities	6
Social or Behavioral Science	3
Degree Requirements (BA or BS/BSN)	6
ESS 2002 Personal Wellness	2
ESS Activity Course	1
COR 1011 Career Pathways I – Freshman Exp.	1
COR 1021 Career Pathways II – Freshman Exp.	1
COR 2011 Career Pathways III – Sophomore Exp.	1
COR 2021 Career Pathways IV – Sophomore Exp.	1
COR 3011 Career Pathways V – Junior Exp.	1
COR 3021 Career Pathways VI – Junior Exp.	1
TOTAL:	39

GENERAL EDUCATION OPTIONS

Math or Science

- MAT 1213 College Algebra I*
- MAT 1223 College Algebra II
- MAT 1233 Mathematics of Finance*
- MAT 2023 Introduction to Statistics*
- BIO 1033 General Biology
- BIO 1031 General Biology Lab
- BIO 1113 Human Biology*
- BIO 1111 Human Biology Lab*
- BIO 1143 Fundamentals of Biology
- BIO 1141 Fundamentals of Biology Lab
- CHM 1013 General Chemistry I
- CHM 1011 General Chemistry Lab I
- CHM 1223 Introductory Organic & Biochemistry
- CHM 1221 Introductory Organic & Biochemistry Lab
- CHM 2033 Chemistry and Culture
- CHM 2203 The Science of Chocolate*
- PHS 1033 Physical Science*
- PHS 1031 Physical Science Lab*

Social or Behavioral Science

- BUS 2513 Macroeconomics*
- CRJ 2013 Intro to the Criminal Justice*
- PSY 1013 Intro to Psychology*
- SOC 1013 Intro to Sociology*
- PLS 1013 American Government & Politics*
- PLS 2043 State & Local Government

Fine Arts/Humanities

All ART, MUS, or THR Courses, including but not limited to:

- ART 1413 Art Appreciation*
- Any Private Lessons
- Vocal/Choral Ensembles
- Instrumental/Band Ensembles
- MUS 1413 Music Appreciation*
- THR 1413 Theatre Appreciation*
- THR 2023 Acting I

All ENG courses 2000 level or above, including but not limited to:

- ENG 2003 Literature Appreciation*
- ENG 2013 British Literature I
- ENG 2023 British Literature II
- ENG 2033 American Literature I*
- ENG 2043 American Literature II
- ENG 2053 World Literature I
- ENG 2063 World Literature II

All HIS Courses, including but not limited to:

- HIS 1033 World Civilization I*
- HIS 1043 World Civilization II*
- HIS 2013 United States History I*
- HIS 2023 United States History II*

ESS Activity Course

- ESS 1041 Beginning Weight Training and Conditioning
- ESS 1101 Outdoor Living
- ESS 1211 Yoga
- ESS 1251 Downhill Skiing/Snowboarding
- ESS 1301 Cardiovascular Conditioning

- ESS 1361 Racquet Sports
- ESS 1581 Fitness Fundamentals*
- ESS 1591 Fitness for Athletes

Bachelor of Arts (BA) Degree Requirements

A total of 6 credits are required to meet this area, beyond courses used to meet another category within the General Education category:

- COM 1213/1223 Beginning American Sign Language*
- COM 2213/2223 Intermediate American Sign Language*
- SPA 1013/1023 Beginning Spanish
- SPA 2013/2023 Intermediate Spanish
- GRK 1013/1023 Beginning Greek*
- GRK 2013/2023 Intermediate Greek*
- HEB 1013/1023 Beginning Hebrew*
- HEB 2013/2023 Intermediate Hebrew*

Culture or Study Abroad Courses may also count toward these requirements.

Bachelor of Science (BS) /Bachelor of Science in Nursing (BSN) Degree Requirements

A total of 6 credits are required to meet this area, including one additional course in Math, and one additional course in either Math or Science beyond the courses used to fulfill other general education requirements:

- All MAT courses at the 1000 level or above, including but not limited to:
- MAT 1213 College Algebra I*
- MAT 1233 Mathematics of Finance*
- MAT 2023 Introduction to Statistics*

All BIO, CHM, PHS courses, including but not limited to:

- BIO 1033/1031 General Biology
- BIO 1113/1111 Human Biology*
- BIO 1143/1141 Fundamentals of Biology
- CHM 1013/1011 General Chemistry I
- CHM 1223 Introductory Organic & Biochemistry
- CHM 1221 Introductory Organic & Biochemistry Lab
- CHM 2033 Chemistry and Culture
- CHM 2203 The Science of Chocolate*
- PHS 1033/1031 Physical Science*

*indicates that the course may be offered in an online format.

BIBLICAL STUDIES REQUIREMENTS

Students are required to complete at least one of the two required Christian Studies courses (CST 1103/1433) at Bluefield University. One course may be transferred in if it meets specific criteria outlined by the Christian Studies department.

ASSOCIATE OF SCIENCE IN GENERAL STUDIES

The Associate of Science in General Studies (ASGS) program is available to provide a gateway for adult students with no college education, and to provide Early College (dual enrollment) curriculum to high school students seeking advanced degrees. The ASGS provides a foundation of academic courses in preparation for employment or further advanced studies in a wide variety of majors.

The ASGS allows the graduate to hold a number of employment positions, often that require or strongly recommend post-secondary study. Employment opportunities include teaching assistant, retail sales, and office management. In employment, the ASGS provides a competitive advantage over those not seeking post-secondary education.

In addition, the ASGS helps a student develop an academic foundation across multiple disciplines enabling the student to pursue any number of major fields of study in the Arts, Sciences, and Professional Programs.

Program Outcomes

The Student Learning Outcomes (SLOs) for the associate are:

1. Students will communicate effectively in a variety of modalities.
2. Students will utilize practical strategies for addressing problems using research and technology.
3. Students will apply ethical and biblical principles in personal, and academic situations.
4. Students will demonstrate the knowledge and skills that enhance the wellness of self and others.
5. Students will develop the necessary knowledge, skills, and professional dispositions to prepare them for work and further study.
6. Students will integrate multidisciplinary knowledge and theory to develop a problem-solving project.

Career Opportunities

- Retail Manager
- Brand Manager
- General Manager
- Administrative Assistant
- Nonprofit Program Manager

Modality

The Associate of Science in General Studies program is offered in an online format or in the on-campus classroom.

Degree Graduation Requirements

To graduate with an Associate of Science in General Studies, you will complete sixty credits of core classes and electives.

Associate of Science in General Studies

Degree Requirements	Credits
General Education Courses	41
Electives	19
Required for Graduation	60

Associate of General Education Courses	Credits
ENG 1013 Introduction to the Writing Process	3

ENG 1023 Analytical and Argumentative Writing	3
COM 1023 Fundamentals of Speech	3
CST 1103 Biblical Perspectives	3
CST 1433 Developing the Christian Mind	3
Math	3
Science and Lab	4
History	3
Fine Arts/Humanities	6
Social or Behavioral Science	3
ESS 2002 Personal Wellness	2
ESS Activity Course	1
COR 1011 Career Pathways I – Freshman Exp.	1
COR 1021 Career Pathways II – Freshman Exp.	1
COR 2011 Career Pathways III – Sophomore Exp.	1
COR 2021 Career Pathways IV – Sophomore Exp.	1
TOTAL:	41

Completion Sequence for Associate of Science in General Studies

Semester 1		Semester 2	
CST 1103	3	CST 1433	3
COR 1011	1	COR 1021	1
ENG 1013	3	ENG 1023	3
ESS 2002	2	COM 1023	3
Wellness Activity	1	Science + Lab	4
Math	3	Elective	3
Elective	3		
Total	16	Total	17
Semester 3		Semester 4	
COR 2011	1	COR 2021	1
History	3	Fine Arts/Humanity	3
Social/Behavior	3	Elective	3
Fine Arts/Humanities	3	Elective	3
Elective	4	Elective	3
Total	14	Total	13
Total			60

ACADEMIC SUCCESS COURSE

ACS | Academic Success

ACS 1012 Academic Success Seminar

This course is a required class for students designated to be in academic difficulty based on academic performance. Students will be given opportunities to explore their personal learning styles and establish individual goals for their academic success. Compliance with course requirements (especially attendance) is crucial to continuing enrollment at Bluefield University. Other students may be allowed in the class on a space available basis.

ACS 2012 Heuristic Academic Thriving Seminar

This course is a required class for students designated to be in academic difficulty based on academic performance and who have already successfully completed ACS 1012: Academic Success Seminar. Students will be given opportunities to explore their personal/academic strengths and tendencies via assessments; collaboratively establish and be held accountable according to a

holistic Academic Success Plan for the semester; and increase involvement within the Bluefield University community. Compliance with course requirements (especially attendance and community involvement) is crucial to continue enrollment at Bluefield University. Other students may be allowed in the class on a space available basis.

BLUEFIELD CORE

The Bluefield Core is a series of interrelated classes that build five fundamental areas that the Faculty at Bluefield University have approved as key to success in academics and career. These five areas are scaffolded throughout the Core curriculum to provide students with more opportunity for creative and independent thinking and action under the guidance and mentorship of Faculty.

1. Academic Skill Development – Students will develop the academic skills necessary to complete their course of study successfully.
2. Resiliency/Agency – Students will navigate the University system independently in partnership with University support staff and Faculty.
3. Strengths Development – Students will utilize their unique strengths profile to maximize the university experience.
4. Professional and Soft Skill Development – Students will identify and practice the skills that will identify them as competent employees in the workplace.
5. Career Pathways – Students will design an educational, experiential, and skill development pathway with a faculty mentor that positions them for future career success.

COR | Core Courses

COR 1011 Career Pathways I

Students completing Career Pathways I – The Freshman Experience discuss three broad topics with a faculty mentor: the business of being a university student, the business of being a Bluefield University student, and charting a course for the future. This class cannot be transferred, only waived if 28 credits are transferred.

COR 1021 Career Pathways II

Students completing Career Pathways II take academic skills and transition them to habits while developing a sense of their own academic and career agency. This class cannot be transferred, only waived if 28 credits are transferred. Prerequisite: COR 1011.

COR 2011 Career Pathways III

Students completing Career Pathways III plot a path forward through the student's major field of study toward career and employment with special attention to co- and extra-curricular opportunities offered by the University. This class cannot be transferred, only waived if 58 credits are transferred.

COR 2021 Career Pathways IV

Students completing Career Pathways IV demonstrate competency in communication both oral and written in workplace scenarios. This class cannot be transferred, only waived if 58 credits are transferred. Prerequisite: COR 2021

COR 3011 Career Pathways V

Career Pathways V moves the student from acquiring career related skills to developing mastery of those skills including leading others, mastering technology, and plotting an effective job search and career path. This course cannot be transferred, only waived with demonstration of significant work history and approval of the Dean.

COR 3021 Career Pathways VI

This final course in the CORE sequence prepares the students for post-baccalaureate career opportunities and/or graduate school, including the creation of portfolios and practicing of skills expected of the professional. This course cannot be transferred, only waived with demonstration of significant work history and approval of the Dean. Prerequisite: COR 3011.

Transfer Policy Related to COR Classes

COR classes can be waived based on transferred credits and/or significant work experience. See the *Waiver of Courses Based on Transfer Work or Experience* policy.



HONORS PROGRAM

The Bluefield University Honors Program is an interdisciplinary curriculum that provides a stimulating academic environment and intellectual challenge for highly motivated students. Students who complete the Honors Program will receive the designation, "Honors in," inscribed on their transcripts and be recognized as first graduates in the commencement ceremony.

Through the Honors Program, students have the opportunity to:

- take exclusive, small specially focused general education seminars;
- participate in an interdisciplinary junior seminar focusing on ethics to help students think through personal and professional moral principles as a way of synthesizing their various areas of study;
- join a one-hour senior seminar focusing on one or more current books which encourage student to consider how they have been transformed by their university experience and how they will pursue their life purpose after graduation;
- travel to Washington, D.C. and other urban areas;
- attend regional and national Honors conferences.

Scholarships are available to all Honors students.

Admission to Program

Incoming Freshman: ACT score of 25 or SAT score of 1100 or eligibility for Presidents Scholarship. Submission of the Bluefield University Honors Program application. For students who have not been able to take the SAT or ACT, the Honors committee will look at High School GPA. (3.5 or above), class rank (top 10% of your class), and applicants' answers to the application questions.

Requirements & Schedule

Requirements

Six Honors General Education courses chosen from English, Social Science History, Communications, Fine Arts, Christian Studies, Natural Science (w/ lab), and Health: 18 Hours (or 19 w/ lab science). Honors COR courses are also available. Students who have already met some of the general education requirements may arrange to take another course which should become an Honors Enhanced Class, with permission from the instructor.

Honors Program Schedule

Students will be advised to follow the Honors schedule in choosing particular general education courses. Ideally, these six courses would be taken during the students' freshman and sophomore years.

Enrollment in these courses is limited to participants in the Bluefield University Honors Program and students who have received instructor's permission.

HON | Honors Courses

HON 3013 Honors Junior Seminar

3 Hours: In-depth interdisciplinary investigation of ethics to help students think through personal and professional moral principles as a way of synthesizing their various areas of study.

HON 4011 Honors Senior Seminar

1 Hour: Joint discussion of one or more current books which encourage students to consider how they have been transformed by their university experience and how they will pursue their life purpose after graduation.



College of Arts and Letters

CHRISTIAN STUDIES

Bluefield University has long been involved in preparing students to enter full-time Christian vocations. Such vocations include careers both inside and outside of the church. The Department of Christian Studies offers the Christian Studies Major (Bachelor of Arts only), the Bachelor of Arts in Ministry Leadership, the Associate in Ministry Leadership, the Christian Studies Minor, Biblical Languages Minors, and Christian Ministry Certificate.

We encourage students interested in this broad field to continue with seminary education after college if at all possible, and our program is designed with that goal in mind. Faculty members who have had seminary training and/or ministry experience are available to provide further counsel to students regarding curriculum choices.

The programs in Christian Studies emphasize these four areas:

1. Biblical Interpretation
2. Theology
3. Cultural Engagement
4. Ministry Leadership

Program Outcomes

Students who successfully complete the Christian Studies and Ministry Leadership programs will be able to:

- Exegete multiple genres of biblical literature through the lens of social, historical, literary, and theological contexts.
- Evaluate theological positions using knowledge of Christian theology, church history, and traditions of practice.
- Demonstrate the ability to think critically about matters related to Christian engagement with its context.
- Appraise their practical ministry skills including an awareness of their own spiritual development and relationship with Christ, church, and community.
- Communicate effectively and creatively by oral and written means.

In addition, students in the Ministry Leadership program will be able to:

- Demonstrate leadership skills in practical areas of ministry through volunteerism and internships

Career Opportunities

- Pastor
- Youth Minister
- Ministry Director
- Missionary

Modality

The Bachelor of Arts in Christian Studies is offered in both an online format and in the on-campus classroom.

The Bachelor of Arts in Ministry Leadership and Associate of Ministry Leadership programs are designed to be completed in a ministry setting with one of the University's church partners. Courses are taken online with practicum hours completed in the church site. Students who complete the Associate of Ministry Leadership will be ready to move directly into the Bachelor of Christian Ministry degree.

Degree/Graduation Requirements

For the bachelor's degree in Christian Studies a student must complete the general education requirements, major requirements and a minor. For a Bachelor of Arts in Ministry Leadership, students must complete general education courses, ministry leadership courses, and practicums. For an associate's degree in Ministry Leadership, students must complete general education courses, ministry leadership courses, and practicums.

Bachelor of Arts in Christian Studies

Degree Requirements	Credits
General Education Courses	39
Christian Studies Major Courses	42
Electives	39
Required for Graduation	120

General Education Courses	Credits
ENG 1013 Introduction to the Writing Process	3
COM 1023 Fundamentals of Speech	3
CST 1103 Biblical Perspectives	3
CST 1433 Developing the Christian Mind	3
Math or Science	3
Fine Arts/Humanities	6
Social or Behavioral Science	3
Degree Requirements (BA or BS/BSN)	6
ESS 2002 Personal Wellness	2
ESS Activity Course	1
COR 1011 Career Pathways I – Freshman Exp.	1
COR 1021 Career Pathways II – Freshman Exp.	1
COR 2011 Career Pathways III – Sophomore Exp.	1
COR 2021 Career Pathways IV – Sophomore Exp.	1
COR 3011 Career Pathways V – Junior Exp.	1
COR 3021 Career Pathways VI – Junior Exp.	1
TOTAL:	39

Christian Studies Requirements	Credits
CST 1413 Introduction to Philosophy	3
CST 2113 Engaging the Bible	3
CST 2213 Introduction to Ministry	3
CST 2233 Introduction to Preaching	3
CST 2313 Introduction to Christian Theology	3
CST 3243 Introduction to Missions	3
CST 3263 Discipleship	3
CST 3313 Church History I or Advanced Theology	3
CST 3323 Church History II or CST 3613 World Religions	3
CST 3213 or CST 3013 Internship	3
CST 4013 Senior Seminar	3
<i>Advanced Bible (choose one):</i>	
CST 3113, 3123, 3133, 3173, 4153, 4163, 4173	3
<i>CST, GRK, or HEB Electives</i>	6
Core Requirements:	42

Completion Sequence – Christian Studies

Semester 1	Semester 2		
CST 1103	3	CST 2213	3
CST 1433	3	CST 2313	3
ENG 1013	3	ENG 1023	3
PSY 1013	3	COM 1023	3
Elective	3	Elective	3
COR 1011	1	COR 1021	1
Total	16	Total	16
Semester 3			
		Semester 4	
CST 2113	3	CST 1413	3
CST 2233	3	CST 3243	3
Fine Arts/Humanities	3	ESS 2002	2
Elective	3	Wellness Activity	1
Elective	3	Science or Math	3
COR 2011	1	Elective	3
		COR 2021	1
Total	16	Total	16
Semester 5			
		Semester 6	
CST 3313	3	Advanced Bible	3
Biblical Language	3	Biblical Language	3
CST Elective	3	CST Elective	3
Elective	3	Elective	3
Elective	3	Elective	3
COR 3011	1	COR 3021	1
Total	16	Total	16
Semester 7			
		Semester 8	
CST 3613 or 3323	3	CST 4013	3
CST 3213 or 3013	3	CST 3263	3
Elective	3	Elective	3
Elective	3	Elective	3
Total	12	Total	12
Total		120	

Bachelor of Arts in Ministry Leadership

Degree Requirements	Credits
General Education Courses	39
Ministry Leadership Requirements	57
Electives	24
Required for Graduation	120
 General Education Courses	
ENG 1013 Introduction to the Writing Process	3
COM 1023 Fundamentals of Speech	3
CST 1103 Biblical Perspectives	3
CST 1433 Developing the Christian Mind	3
Math or Science	3
Fine Arts/Humanities	6
Social or Behavioral Science	3
Degree Requirements (BA or BS/BSN)	6
ESS 2002 Personal Wellness	2
ESS Activity Course	1
COR 1011 Career Pathways I – Freshman Exp.	1
COR 1021 Career Pathways II – Freshman Exp.	1
COR 2011 Career Pathways III – Sophomore Exp.	1
COR 2021 Career Pathways IV – Sophomore Exp.	1
COR 3011 Career Pathways V – Junior Exp.	1

COR 3021 Career Pathways VI – Junior Exp.

TOTAL:	39
 Ministry Leadership Requirements	
CST 1413 Introduction to Philosophy	3
CST 2113 Engaging the Bible	3
CST 2213 Introduction to Ministry	3
CST 2233 Introduction to Preaching	3
CST 2313 Introduction to Christian Theology	3
CST 3243 Introduction to Missions	3
CST 3263 Discipleship	3
CST 3313 Church History I or Advanced Theology	3
CST 3323 Church History II or CST 3613 World Religions	3
CST 4013 Senior Seminar	3
Advanced Bible (choose one):	3
CST 3113, 3123, 3133, 3173, 4153, 4153, 4163, 4173	
CST 3213 Ministry Internship (six semesters)	18
CST, GRK, or HEB (Choose any 6 credits)	6
Core Requirements:	57

Completion Sequence – Ministry Leadership

Semester 1	Semester 2
CST 1103	3
CST 1433	3
ENG 1013	3
PSY 1013	3
Ministry Practicum	3
COR 1011	1
Total	16
 Semester 3	
CST 2113	3
CST 2233	3
Fine Arts/Humanities	3
Elective	3
Ministry Practicum	3
COR 2011	1
Total	16
 Semester 5	
CST 3313	3
Biblical Language	3
CST Elective	3
Elective	3
Ministry Practicum	3
COR 3011	1
Total	16
 Semester 7	
CST 3613 or 3323	3
CST 3213 or 3013	3
Elective	3
Elective	3
Total	12
 Semester 8	
CST 4013	3
CST 3263	3
Elective	3
Elective	3
Total	12
Total	120

Associate of Ministry Leadership

Degree Requirements	Credits
General Education Courses	31
Associates Ministry Leadership Core	30
Required for Graduation	61

General Education Courses	Credits
ENG 1013 Introduction to the Writing Process	3
COM 1023 Fundamentals of Speech	3
CST 1103 Biblical Perspectives	3
CST 1433 Developing the Christian Mind	3
Math or Science	3
Fine Arts or Humanities	6
Social or Behavioral Science	3
ESS 2002 Personal Wellness	2
ESS Activity Course	1
COR 1011 Career Pathways I – Freshman Exp. I	1
COR 1021 Career Pathways II – Freshman Exp. II	1
COR 2011 Career Pathways III – Sophomore Exp. I	1
COR 2021 Career Pathways IV – Sophomore Exp. II	1
General Education Total:	31

Associate Ministry Leadership Requirements	Credits
CST 1413 Introduction to Philosophy	3
CST 2113 Engaging the Bible	3
CST 2213 Introduction to Ministry	3
CST 2233 Introduction to Preaching	3
CST 2313 Introduction to Christian Theology	3
CST 3243 Introduction to Missions	3
CST 3213 Ministry Internship (each semester)	12
Core Requirements:	30

Completion Sequence – Associate in Ministry Leadership

Semester 1	Semester 2
CST 1103	3
CST 1433	3
ENG 1013	3
PSY 1013	3
Ministry Practicum	3
COR 1011	1
Total	16
Semester 3	Semester 4
CST 2113	3
CST 2233	3
Fine Arts/Humanities	3
Ministry Practicum	3
COR 2011	1
Total	13
Total	61

Christian Studies Minor

Students pursuing the Christian Studies Minor are required to complete fifteen hours of coursework. Students majoring in CST may not select the Christian Studies minor as their minor.

CST 1103 Biblical Perspectives

CST 2113 Engaging the Bible

CST 2313 Introduction to Christian Theology

Choose 6 additional CST credits

Total	15
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Biblical Languages Minors

Biblical languages may be taken by any student and will fulfill the B.A. language requirement. The University also offers three Biblical Languages Minors.

Students pursuing the Biblical Languages Minor are required to complete four courses in each of the biblical languages offered for a total of 24 semester hours (or 18 hours above the B.A. language requirement).

GRK 1013-1023 Beginning Hellenistic Greek I & II

GRK 2013-2023 Intermediate Hellenistic Greek I & II

HEB 1013-1023 Beginning Classical Hebrew I & II

HEB 2013-2023 Intermediate Classical Hebrew I & II

Total	24
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Biblical Greek Minor

Students pursuing the Greek language minor are required to complete four courses in Greek and an additional advanced course in the language for a total of 15 semester hours. The courses to be completed are as follows:

GRK 1013-1023 Beginning Hellenistic Greek I & II

GRK 2013-2023 Intermediate Hellenistic Greek I & II

GRK 3033 Hellenistic Greek Exegesis

Total	15
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Biblical Hebrew Minor

Students pursuing the Hebrew language minor are required to complete four courses in Hebrew and an additional advanced course in the language for a total of 15 semester hours. The courses to be completed are as follows:

HEB 1013-1023 Beginning Classical Hebrew I & II

HEB 2013-2023 Intermediate Classical Hebrew I & II

HEB 3013 Classical Hebrew Exegesis OR

HEB 4023 Biblical Aramaic

Total	15
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Christian Ministry Certificate

Students pursuing the Christian Ministry Certificate are required to complete fifteen hours of coursework.

CST 1103 Biblical Perspectives

CST 2113 Engaging the Bible
CST 2213 Introduction to Ministry
CST 2313 Theology
CST 1433 Developing the Christian Mind or CST 3233
Introduction to Preaching

Total 15

CST 3113 Studies in the Prophets

A study of the prophets, their messages, and their methods in the context of their time and place. Prerequisite: CST 1103 and 2113.

CST 3123 Studies in the Psalms and Wisdom Literature

A study of Job, Psalms, Proverbs, and Ecclesiastes placing them in the context of Old Testament theology and other Ancient Near Eastern literature. Prerequisite: CST 1103 and 2113.

CST 3133 Formation & History of the Hebrew Kingdoms

An examination of the history of Israel found in Joshua, Judges, Samuel, Kings, and Chronicles from the settlement of Canaan to the destruction of Judah. Prerequisite: CST 1103 and 2113.

CST 3173 Johannine Literature

A study of the gospel of John, the three letters of John, and the Book of Revelation focusing on major literary similarities and differences between those books, important themes in each, and the social setting of each. Prerequisite: CST 1103 and 2113.

CST 3212/3213/3214/3215/3216 Ministry Internship

Students gain academic credit for supervised ministry in a church or other ministry opportunity. Prerequisite: CST 2213.

CST 3243 Introduction to Missions

An introductory study of the biblical, theological, and historical cases of Christian missions. (Spring)

CST 3263 Discipleship

A survey of current discipleship practices in local churches and in current literature on discipleship toward developing a holistic discipleship model for use in ministry. Prerequisite: CST 2213. (Spring)

CST 3313 History of the Christian Church I

A survey of the history of the Christian Church from the first century A. D. to the Reformation. (Alternating Fall)

CST 3323 History of the Christian Church II

A survey of the history of the Christian Church from the Reformation to the contemporary period. (Alternating Fall)

CST 3413 Philosophy of Religion

A philosophical examination of the nature of religious beliefs in the context of the total human experience. (On Demand)

CST 3613 World Religions

A survey of the history, beliefs, practices, and major divisions of the major religions of the world. Prerequisite: CST 1103. (Fall)

CST 3713 Philosophy of Youth Ministry

A study of the philosophical, theological, and methodological issues foundational to effective youth ministry in the congregational setting. Prerequisite: CST 2213.

CST 4013 Senior Seminar

This is the capstone course for the major and must be taken in the spring semester of the year in which the student plans to graduate. The course is composed of reviews of the upper-level courses in the major as well as the treatment of career related topics. (Spring)

CST 4163 The Synoptic Gospels and Acts

A study of Matthew, Mark, and Luke-Acts in their historical and literary contexts and the relationship among these gospels. Prerequisite: CST 1103 and 2113.

CST 4173 Pauline Literature

A study of major issues in the interpretation of the letters attributed to Paul. Treatment of the social setting of these letters, major themes characteristic of Paul, and an overview of attempts to write a chronology of his life. Prerequisite: CST 1103 and 2113.

CST 4503 Special Topics in Christian Studies

Class instruction, research, and writing will be used to explore special topics in Christian studies. Prerequisite: JR/SR Standing. (On Demand)

GRK | Greek Courses

GRK 1013-1023 Beginning Hellenistic Greek I & II

An introduction to Hellenistic (New Testament) Greek grammar and vocabulary.

GRK 2013-2023 Intermediate Hellenistic Greek I & II

A course designed to improve translation skills, review grammar, and develop vocabulary of Hellenistic Greek. Prerequisite: GRK 1023.

GRK 3033 Hellenistic Greek Exegesis

A guided reading course, the choice of texts being set by the instructor. Prerequisite: GRK 2023. (On demand)

HEB | Hebrew Courses

HEB 1013-1023 Beginning Classical Hebrew I & II

An introduction to Classical (i.e., biblical) Hebrew grammar and vocabulary.

HEB 2013-2023 Intermediate Classical Hebrew I & II

A course designed to improve translation skills, review grammar, and develop vocabulary of Classical Hebrew. Prerequisite: HEB 1023.

HEB 3013 Classical Hebrew Exegesis

A guided reading course, the choice of texts being set by the instructor. Prerequisite: HEB 2023. (On demand)

HEB 4023 Biblical Aramaic

Accelerated treatment of biblical Aramaic grammar and translation of biblical Aramaic texts. Prerequisite: HEB 2023. (On demand)

COMMUNICATION ARTS

Sharing information honestly and conveying inspirational ideas with clarity has become more important than ever. As a Communication Arts major at Bluefield University, you will learn to skillfully craft messages that matter. From writing and reporting to digital strategy and public relations, from graphic design to theatrical performance, our courses provide tools and hands-on training for journalism, marketing, graphic design, and theatre. With access to our innovative Mac Lab, practical experience at our student-run newspaper *The Rampage*, or participation in our regionally recognized theatre productions, you will connect with others in the field.

The Communication Arts degree—with five concentrations in digital marketing, graphic communication, modern media, sports communication, or theatre—prepares you to become an ethical decision-maker. Caring faculty guide you to find your voice, while professional internships at a wide range of for-profit and non-profit organizations refine your expertise. This degree allows you to pursue your career goals with confidence and reach global audiences with purpose and authority.

Digital Marketing Concentration

Consumers live in a digital world, and that is why there is an increased demand for digital marketing experts. These specialists are skilled in social media, search engine optimization, copywriting, analytics, email marketing, website content design, blogging, and mobile marketing. Career paths include social media manager, copywriter, digital analyst, and digital marketing project manager.

Modern Media Concentration

Modern media needs ethical thinkers and expert communicators. They may tell stories as a news reporter, promote products and services for a corporation, or coordinate publicity for a non-profit organization using traditional and new media. Students learn to work across all different platforms of media as writers, reporters, editors, web and publication designers, or publicists.

Graphic Communications Concentration

Graphic design is all around us. From store shelves to social media feeds, small businesses to large corporations, talented and creative minds are needed to combine text, imagery, and colors into compelling and effective messages to be delivered to the masses. Our graphic communication concentration combines art, design and technology across cultures and history to build the foundation for an exciting career. You will master industry-standard digital software and hardware in small classes alongside faculty mentors with industry experience, providing you with the tools and knowledge necessary to become powerful visual communicators.

Sports Communication Concentration

Communication is an integral part of the sports world. The sports communication concentration prepares expert communicators equipped to succeed as sports reporters and writers, sports promoters, and sports information directors. Students focus on the methods and techniques for communicating about sports through both traditional and new media.

Theatre Concentration

The theatre concentration has a two-fold purpose: it offers classroom training in practical performance aspects of theatre, as well as the academic areas of performance history and dramatic literature; the program also provides multiple opportunities for

students to gain hands-on experience in theatre production. This concentration is designed for students seeking a career in the professional theatre, or students preparing for graduate study in either performance or academic theatre.

Program Objectives

The Communication Arts program provides professional training and preparation for either graduate study or employment in a wide range of communication-related fields. Employment opportunities include work in journalism, public relations, advertising, digital marketing, sports communication, broadcasting, and theatre. The Communication degree is unique because it provides hands-on experience in digital marketing, graphic communications, modern media, sports communication, and theatre production. Textbook principles are applied on a daily basis, and students learn how to navigate professional challenges at various levels.

Program Outcomes

Students who successfully complete the Communication Arts program will be able to:

1. Demonstrate the ability to identify, describe, and think critically about fundamental theoretical and applied issues related to media communication;
2. Demonstrate oral, written, and visual communication skills accepted as standard with media industries;
3. Identify specific ways that they can use their unique talents and abilities to impact the world.

Career Opportunities

- Journalist
- Marketing Coordinator
- Public Relations Specialist
- Sports Writer
- Theatre Production Manager

Modality

The Bachelor of Arts or Bachelor of Science in Communication Arts program and the various Minors are offered in the on-campus classroom, although certain general education courses may be taken online.

Degree Graduation Requirements

For a bachelor's degree in Communication Arts, students must complete the general requirements, core requirements, and concentration requirements. No minor is required in this area although students may elect to pursue a minor if they so desire.

Degree Requirements	Credits
General Education Courses <i>(including the Required Courses for GE Options)</i>	39
Communication Arts Core Requirements	15
Concentration Requirements	27
Electives	39
Required for Graduation	120

General Education Courses	Credits
ENG 1013 Introduction to the Writing Process	3
COM 1023 Fundamentals of Speech	3
CST 1103 Biblical Perspectives	3
CST 1433 Developing the Christian Mind	3
Math or Science	3
Fine Arts/Humanities	6

College of Arts and Letters

Social or Behavioral Science	3
Degree Requirements (BA or BS/BSN)	6
ESS 2002 Personal Wellness	2
ESS Activity Course	1
COR 1011 Career Pathways I – Freshman Exp.	1
COR 1021 Career Pathways II – Freshman Exp.	1
COR 2011 Career Pathways III – Sophomore Exp.	1
COR 2021 Career Pathways IV – Sophomore Exp.	1
COR 3011 Career Pathways V – Junior Exp.	1
COR 3021 Career Pathways VI – Junior Exp.	1
TOTAL:	39

Communication Arts Core Requirements	Credits
COM 1013 Mass Communication	3
COM 1723 Intro to Graphic Design	3
COM 2613 Principles of Digital Marketing	3
ART 3033 Photography	3
COM 3743 Video Storytelling	3
Core Requirements:	15

Digital Marketing Requirements	Credits
COM 2053 Media Writing	3
COM 2133 Beginning Media Management	3
COM 2723 Publishing with InDesign	3
COM 3133 Intermediate Media Management or COM 4133 Advanced Media Management	3
COM 3203 Public Relations or COM 3243 Advertising and Promotions	3
COM 3613 Digital Media Strategy	3
COM 3723 User Experience Web Design	3
COM 4003 Media Law	3
COM 4613 Digital Marketing Data Analysis	3
Core Requirements:	27

Graphic Communication Requirements	Credits
COM 2053 Media Writing	3
COM 2133 Beginning Media Management	3
COM 2723 Publishing with InDesign	3
COM 3203 Public Relations or COM 3243 Advertising and Promotions	3
COM 3233 Drawing for Designers	3
COM 3723 User Experience Web Design	3
COM 3733 Typography Design and History	3
COM 4603 Internship	3
COM 4723 Designing for Graphic Customers	3
Core Requirements:	27

Modern Media Requirements	Credits
COM 2053 Media Writing	3
COM 2133 Beginning Media Management	3
COM 2723 Publishing with InDesign	3
COM 3053 Journalism	3
COM 3133 Intermediate Media Management	3
COM 3203 Public Relations or COM 3243 Advertising and Promotions	3
COM 4003 Media Law	3
COM 4013 Media Ethics	3
COM 4133 Advanced Media Management	3
Core Requirements:	27

Sport Communications Requirements	Credits
COM 2053 Media Writing	3
COM 2133 Beginning Media Management	3
COM 2723 Publishing with InDesign	3
COM 3203 Public Relations or COM 3243 Advertising and Promotions	3
COM 3403 Introduction to Sports Communication	3
COM 3723 User Experience Web Design or COM 3133 Intermediate Media Management or COM 4133 Advanced Media Management	3
COM 3803 Sports Reporting across the Media	3
COM 4003 Media Law	3
Core Requirements:	27

Theatre Requirements	Credits
THR 1023 Acting I	3
THR 2023 Acting II	3
THR 3013 Stagecraft	3
THR 2043 Voice and Movement	3
THR 3003 Performance Studies	3
THR 3023 Directing	3
THR 3073 Intro to Stage Design	3
THR 4153 Theatre History	3
THR 4363 Stage Management	3
Core Requirements:	27

Completion Sequence – Communication Arts

Semester 1	Semester 2
ENG 1013	3
COM 1723	3
COR 1011	1
COM 1023	3
ESS 2002	2
Wellness Activity	1
Total	13
Semester 3	Semester 4
Concentration	3
COR 2011	1
COM 1013	3
Language I or Math/Sci	3
Elective	3
Elective	3
Total	16

Semester 5	Semester 6
COR 3011	1
Concentration	3
Elective	3
Concentration	3
ART 3033	3
Concentration	3
Concentration	3
Total	13
Semester 7	Semester 8
Elective	3
Concentration	3

Elective	3	Elective	3
Elective	3	Elective	3
COM 3743	3	Elective	3
Total	15	Total	15
Total			120

Art Minor

An art minor may be earned by completing a minimum of 18 hours of art courses. The selection of these courses must include the following foundation courses.

COM 3233 Drawing for Designers
 ART 1413 Art Appreciation
 ART 2053 Painting I
 Art Electives – 9 credits

Total	18
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Communication Minor

Students may pick any COM courses from the list above that are not already counted toward fulfilling requirements in another major or a general education requirement.

Total	15
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Graphic Communication Minor

Students pursuing the Graphic Communication Minor are required to complete fifteen hours of coursework.

COM 1723 Intro to Graphic Design Photoshop & Illustrator
 COM 2723 Publishing with InDesign
 COM 3733 Typography and Design History

Choose additional six (6) hours from the following:

COM 3233 Drawing for Designers
 COM 3723 User Experience Web Design
 COM 3733 Photography
 COM 3743 Video Storytelling
 COM 4723 Designing for Graphic Customers

Total	15
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Theatre Minor

The Theatre minor may be earned by completing a minimum of 18 hours in Theatre courses. The selection of these courses must include the following:

THR 1413 Theatre Appreciation
 THR 1023 Acting I
 THR 3013 Stagecraft
 THR 3023 Directing
 Six (6) additional hours in THR

Total	18
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ART | Art Courses

ART 1413 Art Appreciation

An introductory study of the visual arts, principles, relationships between art and culture, and history of art. Three hours lecture per week.

ART 2053 Painting I

An introduction to oil painting including the application and safe use of techniques and materials. The student will paint directly from figures, still life, and landscapes. One hour lecture, seven hours studio per week.

ART 2063 Ceramic Hand-building

The fundamentals of ceramics, hand-building, and glazing and acquainting the student with ceramic materials, techniques, and philosophy including the application and safe use of techniques and materials.

ART 2413 Studies in Modern Art

Lectures focusing on selected movements of late nineteenth and twentieth century art.

ART 3033 Photography

A beginning photography class using digital applications with an emphasis on visual aesthetics and communication.

ART 3063 Ceramics on the Wheel

The fundamentals of ceramics on the wheel including the application and safe use of techniques and materials. Glazing, firing, and other ceramic techniques will be explored. One hour lecture, seven studio hours per week.

ART 3501, 3502, 3503 Directed Study in Art

This course offers the student the opportunity to explore topics of interest under the direction of a faculty member. Variable credit. Prerequisite: JR Standing.

ART 3733/COM 3733 Typography Design and History

An examination of the history of graphic art, fundamental terminology, the five classical type font groups, design elements associated with typography for various media, and preparation for printing. Prerequisite: ART/COM 1723 Photoshop/Illustrator

ART 4413 Contemporary Art History and Criticism

A study of contemporary art and art criticism and aesthetics. The class will include describing, interpreting, evaluating, and theorizing contemporary art forms.

ART 4501, 4502, 4503 Special Topics in Art

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. Prerequisite: JR/SR Standing.

COM | Communication Courses

COM 1013 Mass Communication

An examination of the theory and research associated with mass communication with an overview of broadcasting, print, internet, and film in society. Emphasis on contemporary issues, processes, interrelationships, and impact of the mass media. (Offered every fall semester.)

COM 1023 Fundamentals of Speech

Performance-oriented training and experience including informative, entertaining, commemorative, and persuasive speaking. (Offered every semester.)

COM 1213 Beginning American Sign Language I

This course is an introduction to American Sign Language (ASL). Students develop basic skills in the production and comprehension of ASL and are introduced to grammatical principles and cultural protocols needed to communicate at a fundamental level in social and professional situations. The curriculum initiates students to the Deaf Community as a linguistic and cultural group

COM 1223 Beginning American Sign Language II

This course is a continuation of COM 1213 Beginning American Sign Language I (ASL). Emphasis is given to grammatical structure and various sentence types as well as increased fingerspelling and numbering proficiency in ASL. Further development of conversational strategies is examined. Explorations of Deaf culture and history are undertaken. Prerequisite: A grade of "C-" or better in COM 1213 Beginning American Sign Language I or placement by exam.

COM/ART 1723 Introduction to Graphic Design Photoshop & Illustrator

An introduction to graphic design and teaching of the key fundamentals of Adobe Photoshop and Adobe Illustrator. (Offered every fall semester.) Classroom: Mac Lab.

COM 2053 Media Writing

An introduction to various types of mass media writing-- print and broadcast journalism, public relations, advertising, and online media--and training in skills including information gathering, interviewing, organizing, writing and revising media writing. (Offered every fall semester.) Classroom: Mac Lab.

COM 2133 Beginning Media Management

A multidisciplinary course for students of communication, graphic communication, graphic art, English, and business that features the creation, management, and day-to-day operation of a mass media product. And because language skills are more important in the media than ever before, the course also includes a thorough study of grammar, style and other writing tools needed to succeed in today's dynamic, cross-platform, multi-media writing environment. Prerequisite: COM 2053 Media Writing or instructor approval. (Offered spring semester, odd years.) Classroom: Mac Lab.

COM 2213 Intermediate American Sign Language I

This course is a sequel to COM 1223 Beginning American Sign Language II. Students expand competency in ASL conversational conventions, grammatical structure, and vocabulary. Students build aptitude in maintaining conversations over a variety of topics and situations. Insights relating to Deaf culture including the literary arts are explored.

Prerequisite: A grade of "C-" or better in COM 1223 Beginning American Sign Language II or placement by exam. This course completes three hours toward the Bachelor of Arts Modern Language Requirement. (Offered every fall semester.)

COM 2223 Intermediate American Sign Language II

This course is a sequel to COM 2213 Intermediate American Sign Language I. Emphasis is on developing receptive and expressive conversational fluency including advanced fingerspelling and vocabulary building. Increasingly complex linguistic aspects of ASL are examined. Discussion and writing assignments are associated

with readings pertinent to Deaf culture. A study of deaf advocacy, services, education, and the legal rights of Deaf people is undertaken. Prerequisite: A grade of "C-" or better in COM 2213 Intermediate American Sign Language I or placement by exam. This course completes the six hours of the Bachelor of Arts Modern Language Requirement. (Offered every spring semester.)

COM 2613 Principles of Digital Marketing

(formerly COM 4113 Internet Marketing)

This course introduces students to the principles of digital marketing by examining the current digital marketing landscape, the various digital marketing tools, content marketing, online communities, social media, and mobile marketing. The course also teaches students how to develop an actual digital marketing plan by analyzing case examples from real-world organizations and by allowing them to create their own digital marketing strategies and objectives for local small businesses and organizations. (Offered spring semester, even years)

COM/ART 2723 Publishing with InDesign

Instruction in the creation of promotional and informational materials using Adobe InDesign. (Offered every spring semester.) Classroom: Mac Lab.

COM 3003 Performance Studies (same as THR 3003)

Performance oriented development of skills in oral reading of dramatic literature, prose, and poetry. (Alternate Years)

COM/ART 3033 Photography

A beginning photography class using digital applications with an emphasis on visual aesthetics and communication. (Offered every fall semester.) Classroom: Mac Lab.

COM 3053 Journalism

Instruction and practice in news writing, news gathering, and writing in-depth investigation news stories. While the class will help students in journalistic writing and newspaper production, it emphasizes the elements of accuracy, clarity and ethics in reporting. (Offered spring semester, odd years.) Classroom: Mac Lab.

COM 3133 Intermediate Media Management

A multidisciplinary course for students of communication, graphic communication, graphic art, English, and business that features the creation, management, and day-to-day operation of a mass media product. The course focuses extensively on the various aspects of newspaper design, from basic page layout to complex infographics. Prerequisite: COM 2053 Media Writing, COM 2133 Beginning Media Management or instructor approval. (Offered fall semester, odd years.)

COM/BUS 3203 Public Relations

Overview of the history of public relations in American society. Study of theories and methods involved in successful communication between organizations and their publics. Additional training in decision-making skills related to the development, analysis, synthesis and evaluation of public relations materials, including a practical application of communication knowledge to public relations situations in the U.S. and around the globe. (Offered spring semester, even years.)

COM 3233 Drawing for Designers

An introduction to the basic drawing techniques and design principles necessary to visually convey and develop ideas. (Offered spring semester, even years) Classroom: Mac Lab.

COM/BUS 3243 Advertising and Promotions

A comprehensive examination of the research, planning and production required to create and evaluate advertising campaigns. Attention is given to the interrelationship among advertising creative strategy, management issues and message impact. (Offered spring semester, odd years.)

COM 3403 Introduction to Sports Communication

This course introduces students to the industry and various types of work that fall under the umbrella of sports media. It is a survey course that involves the economic, historical, and cultural impact of sports media, as well as future directions of various subfields within the industry. The course also examines audiences/fans from a practitioners' perspective and covers the fundamentals of communicating in a sports environment, including the basics of communicating for print, broadcast and online news, as well as for sports information. (Offered spring semester, even years.)

COM 3501, 3502, 3503 Directed Study in Communication

This course offers the student the opportunity to explore topics of interest under the direction of a faculty member. Variable credit. (Offered on demand.)

COM 3613 Digital Media Strategy

In this course students expand their learning on how to effectively use current and evolving digital marketing practices to enhance and personalize online experiences. Through theory and hands-on experience, students plan, develop, and implement digital marketing strategies. Prerequisite: COM 2613 Principles of Digital Marketing. (Offered fall semester, even years.)

COM 3723 User Experience Web Design

This course examines the content design of digital media while considering online consumer behavior for optimal user experience. Students analyze and design organizations' websites, blogs, or social media pages to effectively build deeper relationships with existing customers and attract the attention of new clients. Students develop an understanding of the connections between strategy, design, accessibility, and operations to generate desired marketing results. Prerequisite: COM 2723 InDesign or COM 1723 Photoshop and Illustrator. (Offered Spring Odd.) Classroom: Mac Lab.

COM 3733 Typography Design and History

An examination of the history of graphic art, fundamental terminology, the five classical type font groups, design elements associated with typography for various media, and preparation for printing. Prerequisite: ART/COM 1723 Photoshop/Illustrator (Offered spring semester, even years.) Classroom: Mac Lab.

COM 3743 Video Storytelling

Instruction and practice in the video production process from script writing, staging, videography and post-production editing, while also exploring the history of storytelling through film and video. (Offered every fall semester.) Classroom: Mac Lab.

COM 3803 Sports Reporting Across the Media

This course covers all the major topics of multimedia sports journalism in the digital age. It focuses on the daily tasks and skills needed to best report, write, and discuss sports-media content. Students cover local high school and college sporting events as part of their coursework. Topics and competencies covered include statistics, sources, interviews, game preparation, event coverage, profile writing, sports style and grammar guidelines, deadline

writing, blogs, social media, ethics and conduct. Prerequisite: COM 2053 Media Writing or instructor approval. (Offered fall semester, even years.)

COM 4003 Media Law

An examination of the issues involved in freedom of speech and freedom of the press. Topics covered include the history, social custom, and legal philosophy of communication law with the focus being on the practical application of current legal principles. The course has as its aim the instilling of a greater appreciation for the issues behind freedom of expression, the providing of an overview of the diverse field of communication law, and the imparting of a functional understanding of the legal rules and principles that are generally most relevant to communication professionals. (Offered fall semester, even years.)

COM 4013 Media Ethics

An examination of the process involved in developing a meaningful understanding of the ethics of the professions of journalism and mass communications. The course seeks to help the student develop a framework for making ethical judgments using a systematic approach to moral reasoning that combines ethical theory with the practice of ethics as encountered by media professionals. (Offered spring semester, odd years.)

COM 4133 Advanced Media Management

A multidisciplinary course for students of communication, graphic communication, graphic art, English, and business that features the creation, management, and day-to-day operation of a mass media product. The course also includes an examination of how a communication degree prepares students for a range of fulfilling careers, as well as the trends and processes of finding and securing a job in mass communication. Prerequisite: COM 2053 Media Writing or COM 3133 Intermediate Media Management or instructor approval. (Offered spring semester, even years.)

COM 4503 Special Topics in Communication

The student will engage in class instruction, research, and writing projects to develop expertise in a specialized area of communications. (Offered on demand.) Classroom: Mac Lab.

COM 4601, 4602, 4603, 4606 Internships

On and off-campus work experience with newspaper, radio, television, ad agencies, or other media-related organizations. Requires periodic meetings with instructor and a critique of the experience including skills assessment and diary. Prerequisite: JR/SR standing (Offered every semester including summer terms.)

COM 4613 Digital Marketing Data Analysis

This course focuses on how to effectively apply web and digital analytics to achieve measurable marketing outcomes. Students learn to implement integrated digital marketing plans and solve marketing problems through the use of data management tools, analysis of digital marketing efforts, search engine optimization, and research. Prerequisite: COM 2613 Principles of Digital Marketing. (Offered fall semester, odd years.)

COM/ART 4723 Designing for Graphic Customers

Advanced training in development and execution of creative strategies and designs based on client needs using multiple software platforms. Prerequisite: ART/COM 1723 (Photoshop/Illustrator). This can be a repeated class. (Max 12 credits) (Offered Fall Odd.) Classroom: Mac Lab.

THR | Theatre Courses

THR 1023 Acting I

A fundamental approach to the art through vocal and physical exercises, theatre games, and improvisation. (Every Year)

THR 1031, 1032, 1033 Practicum in Theatre

Applied theatre work at the discretion of the instructor (Every Semester)

THR 1413 Theatre Appreciation

Both the historical background and organizational components of theatre are examined within the context of its role as an art form that has influenced human civilization since its inception. (Every Year)

THR 2023 Acting II

More advanced techniques in scene work and character development, building on the foundations of Acting I. Prerequisite: Acting I or Instructor's Permission. (Every Year)

THR 2033 Stage Makeup

A study of the theory and techniques of stage makeup. (Alternate Years)

THR 2043 Voice and Movement

A study of techniques and methods for freeing the voice and body, providing the student with a broader range of flexibility and expressiveness. (Alternate Years)

THR 2573 Scene Work

Scene Work is designed to further the acting student's techniques in character development through scene work. Prerequisite: Acting I and II or instructor's permission. (Alternate Years)

THR 3003 Performance Studies (same as COM 3003)

Performance oriented development of skills in oral reading of dramatic literature, prose, and poetry. (Alternate Years)

THR 3013 Stagecraft

Techniques involved in scene construction, lighting, and costuming for the theatre. Required lab work on a main stage production. (Alternate Years)

THR 3023 Directing I

Theory and practice in script analysis and staging techniques. Prerequisite: JR Standing and Acting II. (Alternate Years)

THR 3073 Introduction to Stage Design

An introduction to scene, lighting, costume, and makeup design. (Alternate years)

THR 3123 American Musical Theatre

A survey of the history of American musical theatre and the composers, librettists, directors, and choreographers that contributed to the development of this distinctive theatrical form. (On Demand)

THR 3133 Acting for Musical Theatre

Acting for Musical Theatre is an experiential learning-based class involving class discussion, group and solo exercises, and scene work to prepare the student for musical theatre roles. Prerequisite: Instructor permission. (On Demand)

THR 3311, 3312, 3313 Internships in Theatre

See criteria for Internships in this catalog (On Demand)

THR 3501, 3502, 3503 Directed Study in Theatre

This course offers the student the opportunity to explore topics of interest under the direction of a faculty member. Variable credit. Prerequisite: JR Standing. (On Demand)

THR 4033 Survey of Dramatic Literature

An analysis of selected great plays from the classic Greek to contemporary experimental theatre. Prerequisite: JR or Instructor's Permission (Alternate Years)

THR 4153 Theatre History

The study of the history of theatre from its beginnings to the modern American theatre. The effect of the cultural and social changes of each era upon the theatre is emphasized. (Alternate Years)

THR 4213 Improvisation

Exploring fundamental techniques of improvisation through the use of games and exercises to sharpen the student actor's sensory awareness of self and others. Prerequisite: Acting I and Acting II or permission of instructor. (On Demand)

THR 4363 Stage Management

A project-oriented discussion class designed to introduce the student to the field of stage management. (On Demand)

THR 4501, 4502, 4503 Special Topics in Theatre

An intensive study of special topics in order to gain in-depth knowledge and understanding. (On Demand)

ENGLISH

The English Degree at Bluefield University prepares students to become well-rounded communicators who can think critically using research and analysis. Through the study of diverse genres of literature, students develop their personal worldviews by synthesizing moral, social, and philosophical ideas that shape societal and individual identities. Students analyze the power of language as relative to the global community, ethnicities, gender, and socioeconomic cultures. Proficient, effective writing abilities develop through practice in several rhetorical methods, including persuasive, expository, argumentative, narrative, descriptive, and researched writing. Many employers and business executives state that they need individuals who have strong written and verbal communication skills along with critical thinking abilities. With an English degree, students become highly marketable when pursuing diverse careers, and they are also trained for careers in technical writing, public relations, freelance writing, and creative writing. Pairing an English major or minor with other majors such as education, business, psychology, or sports management will increase success in reaching career goals.

Literature Concentration

The literature concentration allows students to choose from a rich array of courses that reflect the changing spheres of world fiction, poetry, drama, and nonfiction. Courses emphasize how literature is rooted in its historical time and reflected in our experience. Students refine their analytical skills as they read, analyze, and communicate complex information.

Pre-Law Concentration

The pre-law concentration gives students a solid foundation in analyzing and interpreting texts and allows them to apply their knowledge and skills to understanding legal texts. The course

offerings allow students to explore their potential interests in legal studies and give them an organic connection to professors who can provide advice for preparing for law school.

Writing Concentration

The writing concentration helps students achieve expertise in written communication for professional training and personal growth. Students have the opportunity to experiment with a variety of rhetorical and creative forms of writing as they explore their voices and techniques. They gain hands-on experience by working on the University's literary magazine, *The Bluestone Review*, as well as training to tutor peer writing.

Program Outcomes

Students who successfully complete the English program will be able to:

- Express effectively and support convincingly their knowledge of literary history and methods of literary analysis and write successfully in a variety of genres;

Students who complete the Literature concentration will be able to:

- Demonstrate orally and in writing a knowledge of various critical perspectives which illuminate the importance of literature as a representation of the human condition and as a reflection of political, historical, religious, cultural, and aesthetic values as illustrated in the works of British, American, and world authors from Homer to the present.

Students who complete the Pre-law concentration will be able to:

- Demonstrate, in writing, proficiency in making and evaluating arguments in light of the structure and history of American government.

Students who complete the Writing concentration will be able to:

- Demonstrate expertise in written communication for personal growth and professional careers through courses in creative writing in a variety of genres, journalism, public relations, and editing publications.

Career Opportunities

- Creative writer
- Editor/Content Manager
- Reporter
- Technical Writer
- Social Media Manager
- Teacher
- Government official
- Lawyer/paralegal

Modality

The Bachelor of Arts in English program, English Literature Minor, and English Writing Minor are offered in the on-campus classroom, although certain courses may be taken online.

Degree Graduation Requirements

For the bachelor's degree (B.A.) in English, students must complete the General Education requirements and major requirements (core and concentration). For teacher licensure, see the *Teacher Education Handbook* and the Education section of this catalog.

General Education Courses	39
English Core	21
Concentrations	33
Electives	27
Required for Graduation	120

General Education Courses	Credits
ENG 1013 Introduction to the Writing Process	3
COM 1023 Fundamentals of Speech	3
CST 1103 Biblical Perspectives	3
CST 1433 Developing the Christian Mind	3
Math or Science	3
Fine Arts/Humanities	6
Social or Behavioral Science	3
Degree Requirements (BA or BS/BSN)	6
ESS 2002 Personal Wellness	2
ESS Activity Course	1
COR 1011 Career Pathways I – Freshman Exp.	1
COR 1021 Career Pathways II – Freshman Exp.	1
COR 2011 Career Pathways III – Sophomore Exp.	1
COR 2021 Career Pathways IV – Sophomore Exp.	1
COR 3011 Career Pathways V – Junior Exp.	1
COR 3021 Career Pathways VI – Junior Exp.	1
TOTAL:	39

English Core Requirements	Credits
ENG 1023 Argumentative and Analytical Writing	3
ENG 3033 History of the English Language	3
ENG 4403 English Seminar	3
Choose four (4) courses:	12
ENG 2003 Literature Appreciation	
ENG 2013 British Literature I	
ENG 2023 British Literature II	
ENG 2033 American Literature I	
ENG 2043 American Literature II	
ENG 2053 World Literature I	
ENG 2063 World Literature II	
ENG 3203 Literature and Healing	
ENG 3213 The Meaning of Myth	
ENG 3223 Literature of the Quest	
ENG 3233 Fairy Tales	
ENG 3243 Science Fiction	
ENG 3253 Literature and the Life of Faith	
ENG 3273 Appalachian Literature	
ENG 3263 Literature: The Short Story	
ENG 3283 Literary Nonfiction: The Fourth Genre	
Core Requirements:	21

Literature Concentration Requirements	Credits
ENG 4233 Shakespeare	3
ENG 3073 Regional and Ethnic Literature	3
ENG 3043 Intro to Creative Writing OR	3
ENG 4063 Creative Non-Fiction	
Choose eight (8) additional English courses from the following:	24
ENG 3023 Modern English Grammar	
ENG 3043 Introduction to Creative Writing OR	
ENG 4063 Creative Nonfiction	
ENG 3053 Literature of Children and Adolescents	

Degree Requirements	Credits
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ENG 3063 Technical Writing
ENG 3203 Literature and Healing
ENG 3213 The Meaning of Myth
ENG 3223 Literature of the Quest
ENG 3233 Fairy Tales
ENG 3243 Science Fiction
ENG 3253 Literature and the Life of Faith
ENG 4043 Advanced Creative Writing
ENG 4073 Studies in Rhetoric
ENG 4213 Medieval Literature
ENG 4223 Renaissance British Literature
ENG 4243 Eighteenth-Century British Literature
ENG 4253 Nineteenth-Century British Literature
ENG 4263 Nineteenth-Century American Literature
ENG 4283 Twentieth- and Twenty-First-Century Literature
ENG 4503 Special Topics

Concentration Requirements: **33**

Pre-Law Concentration Requirements **Credits**

ENG 3023 Modern English Grammar	3
PLS 1013 American Government and Politics OR HIS 3023 History of American Government and Politics	3
CRJ 3073 Constitutional Law	3
ENG 4073 Studies in Rhetoric	3
<i>Choose five (5) additional courses from the following:</i>	15
CRJ 4123 Substantive Criminal Law	
CRJ 4013 Comparative Criminal Justice	
CRJ 3703 Law of Evidence	
CRJ 3133 Minority Issues in Criminal Justice	
CRJ 3053 Criminal Procedure	
CRJ 3033 Criminal Law	
BUS 4633 Sport Law	
BUS 3223 Business Communication	
BUS 3123 Business Law	
BUS 3113 Legal Environment of Business	
COM 4003 Media Law	
ENG 3063 Technical Writing	

Two (2) additional 3000-4000 level English Courses **6**

Concentration Requirements: **33**

Writing Concentration Requirements **Credits**

ENG 3023 Modern English Grammar	3
ENG 3113 English Internship	3
ENG 3043 Intro to Creative Writing	3
<i>Choose six (6) additional writing courses from the following:</i>	18
ENG 3063 Technical Writing	
ENG 4043 Advanced Creative Writing	
ENG 4063 Creative Non-Fiction	
ENG 4073 Studies in Rhetoric	
COM 3053 Journalism	
COM 3203 Public Relations I OR COM 2053 Media writing	
COM 2133 Beginning Media Management OR COM 3133 OR COM 4133	
BUS 3223 Business Communications	

Two (2) additional 3000-4000 level English Courses **6**

Concentration Requirements: **33**

Completion Sequence – English

Semester 1	Semester 2
ENG 1013	3
ESS 2002	2
Wellness Activity	1
COR 1011	1
CST 1103	3
Elective	3
Total	13
Total	16
Semester 3	Semester 4
COR 2011	1
Core Requirements	3
Elective	3
CST 1433	3
Core Requirements	3
Total	13
Total	16
Semester 5	Semester 6
Concentration	3
ENG 3033	3
Concentration	3
Language I	3
COR 3011	1
Concentration	3
Total	16
Total	16
Semester 7	Semester 8
Concentration	3
Concentration	3
Concentration	3
Elective	3
Elective	3
Total	15
Total	15
Total	120

English Literature Minor

Students pursuing the English Literature Minor are required to complete eighteen (18) hours of coursework.

ENG 3043 Intro to Creative Writing
ENG 3073 Regional and Ethnic Literature
ENG 4233 Shakespeare
<i>Choose two (2) courses: *</i>
ENG 2013 British Literature I
ENG 2023 British Literature II
ENG 2033 American Literature I
ENG 2043 American Literature II
ENG 2053 World Literature I
ENG 2063 World Literature II
ENG 3203 Literature and Healing
ENG 3213 The Meaning of Myth
ENG 3223 Literature of the Quest
ENG 3233 Fairy Tales
ENG 3243 Science Fiction
ENG 3253 Literature and the Life of Faith
ENG 3273 Appalachian Literature

ENG 3263 Literature: The Short Story
ENG 3283 Literary Nonfiction: The Fourth Genre

Choose one (1) course:

ENG 4213 Medieval Literature
ENG 4223 Renaissance British Literature
ENG 4243 Eighteenth-Century British Literature
ENG 4253 Nineteenth-Century British Literature
ENG 4263 Nineteenth-Century American Literature
ENG 4283 Twentieth- and Twenty-First-Century Literature
ENG 4503 Special Topics

**Note: courses can count toward the general education literature requirement.*

Total	18
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English Writing Minor

Students pursuing the English Writing Minor are required to complete eighteen (18) hours of coursework.

Choose one (1) course:

ENG 3043 Intro to Creative Writing
ENG 3073 Regional and Ethnic Literature
ENG 4233 Shakespeare

Choose five (5) courses:

ENG 3023 Modern English Grammar
ENG 3043 Intro to Creative Writing
ENG 3063 Technical Writing
ENG 3113 English Internship
ENG 4043 Advanced Creative Writing
ENG 4063 Creative Non-Fiction
ENG 4073 Studies in Rhetoric
COM 2133 Introduction to Media Management OR COM 3133
OR COM 4133
COM 3053 Journalism
COM 3203 Public Relations I OR COM 2053 Media Writing
BUS 3223 Business Communications

Total	18
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ENG | English Courses

ENG 1013 Introduction to Writing Process: Intensive

ENG 1013-Intensive meets five days a week either in class or in conference with instructor in order to improve the student's writing abilities through study and practice of the entire writing process from topic selection through editing. Students must earn "C-" or better.

ENG 1013 Introduction to Writing Process

This course is designed to improve the student's writing abilities through study and practice of the entire writing process from topic selection through editing. Must earn a "C-" or better.

ENG 1023 Argumentative and Analytical Writing

This course continues the study and practice of the writing process. To augment writing skills, students read and analyze selected literature. Student work focuses on reading, research skills, and argumentative/analytical writing. Prerequisite: ENG 1013.

ENG 2003 Literature Appreciation

An introduction to the study of fiction, poetry, and drama. Students will explore a variety of methods for reading, interpreting, and writing about literature. This course fulfills the general education requirement. Prerequisites: ENG 1013

ENG 2013 British Literature I

A survey of British poetry, drama, fiction, and nonfiction from the Anglo-Saxon period through the eighteenth century. This course fulfills the general education requirement. Prerequisites: ENG 1013

ENG 2023 British Literature II

A survey of British poetry, drama, fiction, and nonfiction from Romanticism to the present. This course fulfills the general education requirement. Prerequisites: ENG 1013

ENG 2033 American Literature I

A survey of American poetry, drama, fiction, and nonfiction from the Colonial period through the Civil War. This course fulfills the general education requirement. Prerequisites: ENG 1013

ENG 2043 American Literature II

A survey of American poetry, drama, fiction, and nonfiction from the Civil War to the present. This course fulfills the general education requirement. Prerequisites: ENG 1013

ENG 2053 World Literature I

A survey of Western and nonwestern poetry, drama, fiction, and nonfiction from the ancient period through the Renaissance. This course fulfills the general education requirement. Prerequisites: ENG 1013

ENG 2063 World Literature II

A survey of Western and nonwestern poetry, drama, fiction, and nonfiction from the eighteenth century to the present. This course fulfills the general education requirement. Prerequisites: ENG 1013

ENG 3023 Modern English Grammar

An intensive overview of fundamental grammatical concepts, terminology, and structures. Students will be able to explain why something is grammatically correct or incorrect, enabling them to understand the rationale behind what is considered proper usage in modern English grammar. While the course is designed with everyone in mind, the needs of future teachers are taken into special consideration.

ENG 3033 History of the English Language

A study of the major historical, linguistic, and grammatical developments of the English language.

ENG 3043 Introduction to Creative Writing

A workshop in the development of skills in writing fiction and/or poetry. Creative writing is supplemented by readings.

ENG 3053 Literature of Children and Adolescents

This course is designed as a survey of children's and adolescent literature including biographies, fables, myths, non-western literature, traditional and modern fanciful tales, and poetry. Students will be introduced to multi-cultural literature in addition to literature designed to help with learning, family, and social needs of children and adolescents. This course fulfills the general education requirement.

ENG 3063 Technical Writing

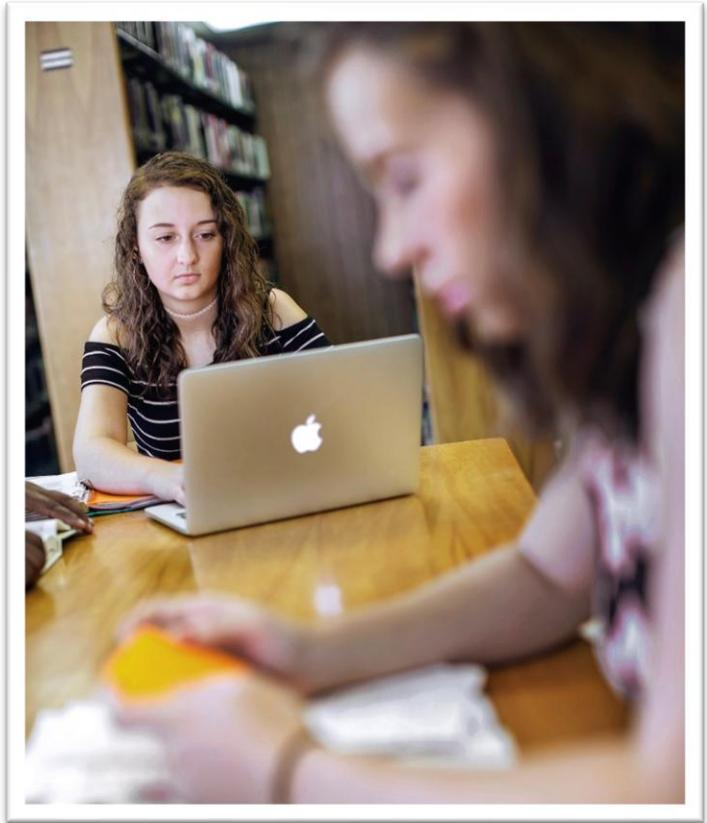
An introduction to the principles and procedures of effective technical writing such as description of a device, instructions, interpretation of data, and the formal report. Insofar as possible, students write on subjects pertinent to their chosen careers.

ENG 3073 Regional and Ethnic Literature

An introductory survey of literature of American minorities focusing on fiction, poetry, drama, and nonfiction written by African, Asian, Native-American, Chicano(a), Jewish, and Appalachian authors. This course fulfills the general education requirement.

ENG 3111, 3112, 3113 English Internship

This internship provides the opportunity for juniors and seniors to participate in a career-related professional experience. See Criteria for Internships. The two primary internships are: 1) Tutoring writing: the study and practice of tutoring peers through the writing process. In addition to classroom work, students will serve as peer tutors in the Academic Center for Excellence. (Every Semester) 2) Editing a literary magazine: students will select material for, edit, and design the Bluefield University literary magazine, *The Bluestone Review*.



ENG 3203 Literature and Healing

This course will explore the power of fiction, poetry, memoir, and expressive writing to engage the mind, body, and spirit; to foster personal growth; to promote personal healing; and to increase empathy and awareness for cultural healing. Students will be encouraged to imagine ways to incorporate literature and creative expression into the work they do or will do in educational, community, mental health, medical, pastoral, or business settings. The course involves reading the creative and empirical work of others and composing creative and analytical writing. This course fulfills the general education literature requirement. Prerequisites: ENG 1013

ENG 3213 The Meaning of Myth

This class will engage the basic mythological themes such as cosmogony, the flood, the hero/heroine, the trickster, the afterlife, and the apocalypse. We will focus on the concept of deity in different traditions ranging from Greek and Roman, to Babylonian and Egyptian, as well as Indian, African, Middle Eastern, Native Northern American and Mesoamerican mythology. This course fulfills the general education literature requirement. Prerequisites: ENG 1013

ENG 3223 Literature of the Quest

This course will explore the themes of journey and quest in world literature with particular attention to the religious dimensions of those themes. Through close reading of literary works from a variety of contexts and genres, we will consider the relationship between interior journeys and journeys through external landscapes, between home and exile, between bewilderment and certainty, and between the religious and aesthetic dimensions of literature. This course fulfills the general education literature requirement. Prerequisites: ENG 1013

ENG 3233 Fairy Tales

This course introduces students to the interdisciplinary context of major French and German fairy tales. The literary fairy tale developed as a specific genre in the eighteenth and nineteenth centuries in France and Germany. This course explores the evolution of fairy tales, emphasizing the transformation of this literary genre into various media. Positioning specific fairy tales in their linguistic, national, and sociocultural contexts will allow students to map both the evolution and cultural impact of these narratives. Fairy tales will be paired with major fairy tale theories, introducing students to different veins of critical thought about these texts. This course fulfills the general education literature requirement. Prerequisites: ENG 1013

ENG 3243 Science Fiction

This course is an introductory study of science fiction and is designed to give students an appreciation of this literary genre that is often overlooked by the literary establishment. The course examines the history of the genre. It is designed to teach students how to define, analyze, and interpret the genres of SF through influential works in novels, short stories, poetry and film. This course fulfills the general education literature requirement. Prerequisites: ENG 1013

ENG 3253 Literature and the Life of Faith

This course is an introductory study of literature and faith and is designed to give students an appreciation of this literary genre that is part of the integration of faith and learning. The course examines diverse works that relate to the themes of faith, good and evil, and faith in relation to society and the world. The texts include well established classics from authors like Emily Dickinson, John Donne, Lee Young Li, Wendell Berry, George MacDonald, Flannery O'Connor, and C.S. Lewis. It is designed to teach students how to define, analyze, and interpret the literature through influential works in novels, short stories, poetry, and drama. This course fulfills the general education literature requirement. Prerequisites: ENG 1013

ENG 3263 Literature: The Short Story

This course is a study of short stories from the 19th-, 20th-, and 21st-century European and Western literary traditions. The focus is the literary art form as a reflection of social, historical movements and issues because the study of human nature through literature reveals our identity and motivations. Additionally, this study will analyze the importance of technique and craft, including plot structure, story form, complexity of characterization, point of view, and setting. It

will also strengthen student skills in close reading and critical thinking by teaching them how to examine the elements of fiction. This course fulfills the general education literature requirement. Prerequisites: ENG 1013

ENG 3273 Appalachian Literature

This course is a study of the literature of the multi-state Appalachian area. By reading the fiction, poetry, drama, and nonfiction of the region's authors both past and present, students will learn about the unique history and culture of the area and explore many of the urgent issues in Appalachia, both past and present. The selected literature will serve as a reflection of social, historical movements and issues because the study of human nature through literature reveals our identity and motivations. It will also strengthen student skills in close reading and critical thinking by teaching them how to examine the themes and expression in Appalachian literature. This course fulfills the general education literature requirement. Prerequisites: ENG 1013

ENG 3283 Literary Nonfiction: The Fourth Genre

This course is an introductory study of contemporary literary nonfiction and is designed to give students an appreciation of the fourth genre. The popularity of the literary and personal essay as well as memoir and autobiography, biography, the diary, speech, letters, and articles has accelerated in recent decades and is now recognized as the fourth genre by the literary establishment. The course examines the various subgenres and is designed to teach students how to define, interpret, and analyze creative nonfiction through the classic and influential essay, memoir, autobiography, biography, letters, and speeches. This course fulfills the general education literature requirement. Prerequisites: ENG 1013

ENG 3503 Directed Study in English

This course offers the student the opportunity to explore topics of interest under the direction of a faculty member. Prerequisite: JR Standing.

ENG 4043 Advanced Creative Writing

A continuation of the writing workshop begun in ENG 3043. Students will focus on one genre: fiction or poetry. Prerequisite: ENG 3043. (In rotation with ENG 3043 and ENG 4063)

ENG 4063 Creative Nonfiction

An advanced writing course focusing on creative nonfiction and the personal essay.

ENG 4073 Studies in Rhetoric

An introduction to the study of classical and modern rhetoric, including special attention to invention, audience, organization, logic and style in persuasive prose.

ENG 4213 Medieval Literature

A study of major English and European writings from the 12th to the 16th centuries, including Chaucer. This course fulfills the general education literature requirement.

ENG 4223 Renaissance British Literature

A study of selected authors, themes, and genres in 16th-century England, exclusive of Shakespeare. This course fulfills the general education literature requirement.

ENG 4233 Shakespeare

A study of selected major works of Shakespeare, the milieu of the English Renaissance, and issues of Elizabethan stagecraft. This course fulfills the general education literature requirement.

ENG 4243 Eighteenth-Century British Literature

A study of fiction, poetry, nonfiction, and drama by such authors as Dryden, Swift, Congreve, Pope, Boswell, and Johnson. This course fulfills the general education literature requirement.

ENG 4253 Nineteenth-Century British Literature

A study of Romanticism and the Victorian Age, including poets, prose writers, and novelists. This course fulfills the general education literature requirement.

ENG 4263 Nineteenth-Century American Literature

A study of major writers of America's Romantic period, including Dickinson, Emerson, Thoreau, Melville, Whitman, Hawthorne, and others. This course fulfills the general education literature requirement.

ENG 4283 Twentieth- and Twenty-First-Century Literature

A study of selected works representing Modernism and Postmodernism worldwide. This course fulfills the general education literature requirement.

ENG 4403 English Seminar

A small-group investigation of authors neglected in students' previous coursework, of different methods of literary criticism, of techniques for writing a scholarly critical essay, and of professional issues.

ENG 4503 Special Topics in Literature

An intensive study of specific topics in order to gain in-depth knowledge and understanding. This course fulfills the general education requirement.

HISTORY

The University offers a minor in History. These courses introduce the student to history and the recorded progress of civilization. The instructional effort attempts to develop within the student the capacity for an honest and critical inquiry into the past. It also seeks to promote the highest development of Christian and democratic ideals and to encourage the proper application of them in society.

History Minor

Students pursuing the History Minor are required to complete fifteen hours of coursework.

At least 6 hours in 3000 or 4000-level courses

At least 9 hours completed at Bluefield and at least 6 hours in 3000 or 4000 level courses

All courses must be coded as history courses, including any transfer or AP credit

Total

15

HIS | History Courses

HIS 1033 World Civilization I

A basic survey of world civilizations from earliest times to the 16th Century. It includes the political, philosophical, and cultural legacies

of ancient American, Asian, African, and European civilizations, emphasizing both their independence and their interaction with one another. (Fall)

HIS 1043 World Civilization II

The modernization and expansion of world civilizations since 1500 including Europe, the Americas, Africa and Asia. This course emphasizes the major social, political, and economic contributions of each. (Spring)

HIS 2013 United States History I

A dynamic survey of American history from European contact through the end of the Civil War. This course pays particular attention to the establishment of the United States, its political and social distinctives, and the contradictions that culminated in civil warfare and a "new birth of freedom." (Fall)

HIS 2023 United States History II

A dynamic survey of American history from the end of the Civil War to the present. This course focuses on the reunification of north and south, western expansion, and the growth of national power through two world wars, closing with a reexamination of American distinctives in light of the American past. (Spring)

HIS 2603 History and Historians

This seminar introduces prospective majors and minors to the theory and practice of history. The first half examines historiography, the history of history, including the study of the past in light of Christian belief. The second half concerns methodology, the ways in which historians work, emphasizing practical application of the best practices of the profession. (On Demand)

HIS 3023 History of American Government and Politics

This course provides a comprehensive history of the establishment, structure, functions, and evolution of the government and politics of the United States of America. Designed for future teachers, prospective law enforcement personnel, and aspiring historians, this course bequeaths the knowledge necessary for an informed citizenry in a republic founded on the conviction that ordinary men and women can govern themselves. (Spring Online)

HIS 3073 Ancient History

An in-depth study of the ancient world, beginning with its roots in the pre-historic period and extending to A.D. 500. This course pays particular attention to Greek civilization and the Roman Republic and Empire. It also touches on the Near Eastern empires and ancient civilizations in Africa and Asia. (On Demand)

HIS 3083 Medieval History

A detailed study of the history of the Western World, beginning with Constantine and extending to the beginnings of the Renaissance. (On Demand)

HIS 3093 The Renaissance and Reformation

The course begins with the decline of feudalism and the rise of the Renaissance. It entails a history of the major social ideas leading to 16th century religious upheaval, the Protestant Reformation and its aftermath, ending with the Treaty of Westphalia. Also included are European exploration and the origins of capitalism and colonialism. (On Demand)

HIS 3193 History of Virginia

This study traces the history of the Old Dominion from 1607 to the present. Besides emphasizing Virginia's role in the American

Revolution and Civil War, it also examines the state's contributions to American political thought and requires detailed reading and discussion of several state histories, biographies, and journal articles. (Fall Online)

HIS 3501, 3502, 3503 Directed Study

A specialized course of study for qualified students, offered on demand. Prerequisite: HIS 1033 or 1043 or 2013 or 2023 or Instructor's Permission. JR/SR Standing.

HIS 4013 Europe 1500-1815: Painters, Priests, Princes, and Pirates

Beginning with the rise of the Renaissance, and the scientific revolution of the 17th century, this course surveys European civilization and political developments including the Renaissance, the Protestant Reformation, European exploration and expansion, the English Civil War, the French Revolution and Napoleon (On Demand).

HIS 4063 The US in the Modern Age

This course examines the rise of the United States as a world power and follows domestic events of the 20th and 21st Centuries. Wars, social, economic, and political upheaval, unprecedented prosperity, the rise of terrorism, and the changing world of the 21st Century will be focused upon in the course.

HIS 4073 Early Modern Europe, 1648-1815

Beginning with the scientific revolution of the 17th century, this course surveys European civilization and political developments including the English Civil War, the French Revolution and Napoleon. (On Demand)

HIS 4083 Europe, 1815-present

Tracing the effects of the Congress of Vienna and the political developments in Europe, the course includes the unification of Germany and Italy, causes and effects of World Wars I and II, and Europe since 1945. (On Demand)

HIS 4201, 4202, 4203 Academic Internship

Students selected for this Internship will assist course instructors through tutoring, showing videos, conducting study sessions, researching course materials, proctoring tests, grading objective sections of survey exams, and teaching at least one class in a survey course during the semester. The selected students participating in this Internship will acquire some practical experience in higher education. Prerequisites: History Minor, JR or SR standing.

HIS 4211, 4212, 4213 History Internship

This is a professional and practical Internship experience at a museum, historical site, archive, or other historical application. Students will be required to complete all Internship Program requirements as described in the University catalog. In addition, there will be required meetings with the supervising faculty, written responses to the Internship experience, a culminating program, and various readings assigned. Students will be responsible for seeking out their own Internships; however, faculty will assist with recommending sites if needed. The purpose of this Internship is to provide students with work experience in the field of history prior to graduating from the University. Students should meet with history faculty the semester prior to the Internship to make arrangements for the Internship site. Prerequisites: Junior or Senior standing.

HIS 4501, 4502, 4503 Special Topics

A specialized course of study for qualified students, offered on demand.

INTERDISCIPLINARY STUDIES

Students must declare an Interdisciplinary Studies Major in Bachelor of Science/Bachelor of Arts before completing 75 Semester hours.

Students wishing to major in Interdisciplinary Studies must be approved by their advisor before being accepted into the program. A prospectus of proposed courses must be approved by the advisor and the Provost. This prospectus must denote a clear central theme or purpose to the courses selected and be aimed at specific learning outcomes and not available among the existing major fields offered at Bluefield University.

Program Outcomes

Students who successfully complete the Interdisciplinary Studies program will be able to:

1. Demonstrate knowledge relating to diversity and meeting the needs of diverse learners; and
2. Demonstrate strong initiative and leadership skills.

Modality

The Bachelor of Arts or Science in Interdisciplinary Studies program is offered in the on-campus classroom.

Degree Requirements

At least 3 different academic subject areas must be represented in the major by a minimum of 15 semester hours in two academic subject areas and a minimum of 12 credit hours in one academic subject area. A minimum of 24 hours must be at the 3000-4000 level in at least two of the three concentrations. Hours beyond the 42 hours in the major are to be selected to enhance the major chosen and may be chosen from any area of curriculum.

Degree Requirements	Credits
General Education Courses	39
Interdisciplinary Core	42
Electives	39
Required for Graduation	120

General Education Courses	Credits
ENG 1013 Introduction to the Writing Process	3
COM 1023 Fundamentals of Speech	3
CST 1103 Biblical Perspectives	3
CST 1433 Developing the Christian Mind	3
Math or Science	3
Fine Arts/Humanities	6
Social or Behavioral Science	3
Degree Requirements (BA or BS/BSN)	6
ESS 2002 Personal Wellness	2
ESS Activity Course	1
COR 1011 Career Pathways I – Freshman Exp.	1
COR 1021 Career Pathways II – Freshman Exp.	1
COR 2011 Career Pathways III – Sophomore Exp.	1
COR 2021 Career Pathways IV – Sophomore Exp.	1
COR 3011 Career Pathways V – Junior Exp.	1

COR 3021 Career Pathways VI – Junior Exp.	1
TOTAL:	39

Interdisciplinary Studies Core Requirements	Credits
Subject Area One	15
Subject Area Two	15
Subject Area Three	12
Core Requirements:	42

Completion Sequence – Interdisciplinary Studies

Semester 1	Semester 2		
ENG 1013	3	COR 1021	1
Subject Area Courses	3	COM 1023	3
Fine Arts/Humanities	3	Math/Science	3
Social Science	3	Wellness Activity	1
COR 1011	1	ESS 2002	2
		Subject Area Courses	3
		CST 1103	3
Total	13	Total	16

Semester 3	Semester 4		
CST 1433	3	COR 2021	1
Humanities	3	BS/BA Requirements	3
BS/BA Requirements	3	Subject Area Courses	3
COR 2011	1	Subject Area Courses	3
Subject Area Courses	3	Subject Area Courses	3
Elective	3	Elective	3
Total	16	Total	16

Semester 5	Semester 6		
COR 3011	1	COR 3021	1
Subject Area Courses	3	Elective	3
Subject Area Courses	3	Subject Area Courses	3
Subject Area Courses	3	Elective	3
Elective	3	Elective	3
Elective	3		
Total	16	Total	13

Semester 7	Semester 8		
Subject Area Courses	3	Subject Area Courses	3
Subject Area Courses	3	Elective	3
Subject Area Courses	3	Elective	3
Elective	3	Elective	3
Elective	3	Elective	3
Total	15	Total	15
Total			120

INT| Interdisciplinary Studies Courses

INT 3063 Learning & Research Skills

Learning & Research Skills is designed to provide opportunities for students to experience the application of experiential teaching/learning methods while analyzing, exploring, and developing the core skills needed for academic success in the online program. These skills include, but are not limited to, the development of effective online and traditional research skills and the identification of college resources, as well as the development of strategies for: (a) reading; (b) managing time and stress; and (c) note-taking, studying, test-taking, and writing. Finally, this course will emphasize the development of effective writing and style mechanics using the Publication Manual of the American Psychological Association as the platform for written work-products. Online students only.

INT 3083 Using Business IT Tools Effectively

This course examines how businesses use IT tools to accomplish the organization's goals. Students will be introduced to IT tools for communicating, organizing, planning and evaluating outcomes. Students will solve a variety of projects and scenarios using tools found in most businesses.

MODERN LANGUAGES

Students who plan to receive a Bachelor of Arts degree must earn six credits of language as a degree requirement. Any students who have successfully passed four years of the same modern language in high school will have their modern language requirement waived. The six semester hours must be made up in elective credit.

SPA | Spanish Classes

SPA 1013 Beginning Spanish I

A beginning course in the fundamentals of speaking, listening, reading, and writing in the Spanish language. Emphasis is on vocabulary, grammar, pronunciation, and Hispanic culture. Students read simple texts and write short essays in Spanish. The class is for students with no previous training in the Spanish language.

SPA 1023 Beginning Spanish II

A continuation of SPA 1013. Expanded emphasis on vocabulary, grammar, pronunciation, and Hispanic culture. Students read texts and write essays in Spanish. Prerequisite: SPA 1013 or placement by exam.

SPA 2013 Intermediate Spanish I

A continuation of SPA 1023 with expanded study of Spanish vocabulary, grammar, pronunciation, and culture. Students read more complex texts and engage in more in-depth listening and conversation exercises. Prerequisite: SPA 1023 or placement by exam

SPA 2023 Intermediate Spanish II

A continuation of SPA 2013 with more emphasis placed on conversation and reading of Spanish texts. Prerequisite: SPA 2013 or placement by exam.

SPA 4503 Special Topics in Spanish

An investigation of specific topics in Hispanic language or culture.

MUSIC

The music curriculum is designed to train music educators, performers, and church musicians and to help all students gain a better understanding of and appreciation for a variety of musical expressions. This is achieved by providing studies and experiences relevant to a student's background which develop skill in the performance of music, generate insight into the nature of music, and provide for an understanding of the relationship of music to the world in which we live. The Music Department offers a Bachelor of Arts degree in Music Education or in Music with concentrations in General Music, Applied Music (piano) and Church Music. The department also offers minors in Music or Worship Leadership.

Prospective music majors must meet two requirements in order to be accepted into the major. Students must pass a music theory placement test and successfully audition in the primary applied area. Successful completion of both requirements places MUS 0050 – Acceptance to the Major on the student's transcript. Students who are deficient in either music theory or the primary applied area may enroll in music courses as an "undecided" major. Successful completion of MUS 1613 – Music Theory I and one semester in the primary applied area will fulfill the requirements for MUS 0050 – Acceptance to the Major.

Program Outcomes

Students who successfully complete the Music program will be able to:

1. Demonstrate competency as performers of music in the Western Classic tradition;
2. Demonstrate a working knowledge of music history, literature, theory, ear training, and conducting;
3. Demonstrate a commitment to personal artistic growth.

Career Opportunities

- Music Instructor
- Fine Arts Administrator
- Worship Ministry Leadership

Modality

The Bachelor of Arts in Music Education program, Bachelor of Arts in Music, the Music Minor, and Worship Leadership Minor are offered in the on-campus classroom.

Degree Graduation Requirements

The music major will complete the Core Requirements listed below in addition to General Requirements. The music major will also select a major in Music Education or Music with a concentration in Applied Music (piano), Church Music, or General Music. No minor is required in this area although students may elect to pursue a minor if they so desire.

A grade of "C" (2.0) or better is required for all music core requirements in order to be counted towards a major or minor offered by the Music Department. Courses with prerequisites will require a grade of "C" (2.0) or better in order to fulfill the prerequisite.

Degree Requirements	Credits
General Education Courses	39
Music Core	44
Concentrations	16-22
Electives	15-21
Required for Graduation	120

General Education Courses	Credits
ENG 1013 Introduction to the Writing Process	3
COM 1023 Fundamentals of Speech	3
CST 1103 Biblical Perspectives	3
CST 1433 Developing the Christian Mind	3
Math or Science	3
Fine Arts/Humanities	6
Social or Behavioral Science	3
Degree Requirements (BA or BS/BSN)	6
ESS 2002 Personal Wellness	2
ESS Activity Course	1
COR 1011 Career Pathways I – Freshman Exp.	1
COR 1021 Career Pathways II – Freshman Exp.	1
COR 2011 Career Pathways III – Sophomore Exp.	1
COR 2021 Career Pathways IV – Sophomore Exp.	1
COR 3011 Career Pathways V – Junior Exp.	1
COR 3021 Career Pathways VI – Junior Exp.	1
TOTAL:	39

Music Core Requirements	Credits
MUS 1613 Music Theory I	3
MUS 1631 Ear Training I	1
MUS 1623 Music Theory II	3
MUS 1641 Ear Training II	1
MUS 2613 Music Theory III	3
MUS 2631 Ear Training III	1
MUS 2623 Music Theory IV	3
MUS 2641 Ear Training IV	1
MUS 3573 Music History I	3
MUS 3583 Music History II	3
Conducting (Choose one)	3
MUS 3653 Instrumental Conducting	
MUS 3663 Choral Conducting	
Applied Study	13
Primary** 7 credits	
Secondary 6 credits	
Ensembles	6
MUS 1810/2810/3810 Piano Proficiency*	0
MUS 3910 Vocal Proficiency*	0
MUS 1310 Performing Arts Lab (Every Semester)	0
MUS 4810 or 4890 Senior Recital*	0
Core Requirements:	44

*Depending on major and concentration

**Additional applied requirements noted in concentrations

Applied Piano Concentration Requirements	Credits
MUS 3473 Piano Literature	3
MUS 4833 Piano Pedagogy and Practicum	3
MUS 4843 The Art of Accompanying/Practicum	3
Additional Applied Piano 7 credits (total of 14)	7
MUS 3890 Junior Recital	0
MUS 4890 Senior Recital II	0
Core Requirements:	16

Church Music Concentration Requirements	Credits
MUS 1211 Voice Class	1
MUS 2523 Intro to Church Music Education	3
MUS 3533 Worship Forms and Practices	3
MUS 3543 Congregational Christian Song	3

MUS 3563 Intro to Church Music Administration	3
MUS 4573 Internship in Church Music Admin.	3
CST 2213 Introduction to Ministry	3
CST 2313 Introduction to Christian Theology	3
Core Requirements:	22

General Music Concentration Requirements	Credits
MUS 1211 Voice Class	1
MUS Electives	21
Core Requirements:	22

Completion Sequence – Music

Semester 1	Semester 2
MUS 1613	3
MUS 1631	1
Ensemble	1
Performing Arts Lab	0
Applied – Primary	1
ENG 1013	3
COR 1011	1
ESS 2002	2
Wellness Activity	1
Total	13
Total	16

Semester 3	Semester 4
MUS 2613	3
MUS 2631	1
Ensemble	1
Performing Arts Lab	0
Applied – Primary	1
Applied – Secondary	1
COR 2011	1
Humanities	3
Language I	3
Elective	3
Total	17
Total	14

Semester 5	Semester 6
Ensemble	1
COR 3011	1
Performing Arts Lab	0
Conducting or Elective	3
MUS 3573	3
Applied – Primary	1
Applied – Secondary	1
Concentration	3
Concentration	3
Total	16
Total	16

Semester 7	Semester 8
Elective	3
Performing Arts Lab	0
Applied – Primary	1
Applied – Secondary	1
Concentration	3
Concentration	3
Elective	3
Concentration	3
Elective	3
Elective	3
Total	14
Total	14
Total	120

Bachelor of Arts in Music Education – Instrumental*

Degree Requirements	Credits
General Education Courses <i>(including the Required Courses for GE Options)</i>	47
Music Education Core	47
Professional Education Requirements	17
Field Experience Requirements (non-licensure credits/Licensure 15 credits)	9-15
Two Required Tests	
Required for Graduation	120-126

MUS 2641 Ear Training IV	1
MUS 3573 Music History I	3
MUS 3583 Music History II	3
MUS 3653 Instrumental Conducting	3
MUS 3854 Music Methods & Curriculum	4
MUS 3871 Survey of Modern Band Methods	1
MUS 1810 Piano Proficiency I	0
MUS 4810 Senior Recital	0
Primary Applied Study (7 Hours)	7
Ensemble (6 Hours)	6
MUS 1310 Performing Arts Lab (Every semester)	0
Core Requirements:	47

General Education Courses	Credits
ENG 1013 Introduction to the Writing Process	3
COM 1023 Fundamentals of Speech	3
CST 1103 Biblical Perspectives	3
CST 1433 Developing the Christian Mind	3
Math or Science	3
Fine Arts/Humanities	6
Social or Behavioral Science	3
Degree Requirements (BA or BS/BSN)	6
ESS 2002 Personal Wellness	2
ESS Activity Course	1
COR 1011 Career Pathways I – Freshman Exp.	1
COR 1021 Career Pathways II – Freshman Exp.	1
COR 2011 Career Pathways III – Sophomore Exp.	1
COR 2021 Career Pathways IV – Sophomore Exp.	1
COR 3011 Career Pathways V – Junior Exp.	1
COR 3021 Career Pathways VI – Junior Exp.	1
TOTAL:	39

Professional Education Requirements	Credits
EDU 2003 Human Growth/ Develop. for Educators	3
EDU 2013 Foundations of Education	3
EDU 2212 Intro to Instructional Media & Technology	2
EDU 3043 Curriculum, Assessment & Instruction in Secondary Schools	3
EDU 3133 Intro to the Exceptional Child	3
EDU 3253 Teaching Reading in the Content Area	3
Core Requirements:	17

Field Experience Requirements	Credits
EDU 4103 Dynamic Learning Environments	3
EDU 4608 Student Teaching (12 Credits) or Electives (6 credits) for non-licensure track	6-12
Core Requirements:	15

Completion Sequence – Music Education (Instrument)

Semester 1		Semester 2	
ENG 1013	3	ENG 1023	3
MAT 1213	3	EDU 2003	3
COR 1011	1	Applied Primary	1
MUS 1613	3	EDU 2212	2
MUS 1631	1	MUS 1623	3
PSY 1013	3	MUS 1641	1
Applied Primary	1	ESS 2002	2
Performing Arts Lab	0	Wellness Activity	1
Ensemble	1	COR 1021	1
		Performing Arts Lab	0
		Ensemble	1
Total	16	Total	18

Semester 3		Semester 4	
MUS 2613	3	MUS 2623	3
MUS 2631	1	MUS 2641	1
Applied Primary	1	Lab Science	4
Language I	3	Language II	3
HIS 1033 or HIS 1043	3	EDU 3133	3
EDU 2013	3	Applied Primary	1
Ensemble	1	MUS 1131	1
MUS 1141	1	MUS 1810	0
Performing Arts Lab	0	Performing Arts Lab	0
COR 2011	1	Ensemble	1
		COR 2021	1
Total	17	Total	18

Semester 5		Semester 6	
MUS 3573	3	COR 3021	1

College of Arts and Letters

CST 1103	3	MUS 3583	3
COR 3011	1	COR 3021	1
EDU 3253	3	EDU 3043	3
Ensemble	1	MUS 3653	3
HIS 2013 or HIS 2023	3	MUS 3871	1
Applied Primary	1	MUS 1111	1
MUS 1121	1	Applied Primary	1
Performing Arts Lab	0	Performing Arts Lab	0
		Ensemble	1

Total	16	Total	15
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Semester 7	Semester 8
MUS 3854	4 EDU 4608 or Electives (6 credits)
EDU 4103	3 6-12
CST 1433	3
COM 1023	3
Literature	3
Applied Primary	1
MUS 4810	0
Performing Arts Lab	0
Total	17 Total 6-12

Total	120-126
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Bachelor of Arts in Music Education - Vocal/Choral*

Degree Requirements	Credits
General Education Courses <i>(including the Required Courses for GE Options)</i>	46
Music Education Core	42
Professional Education Requirements	17
Field Experience Requirements	15
Two Required Tests	
Required for Graduation	120

General Education Courses	Credits
ENG 1013 Introduction to the Writing Process	3
COM 1023 Fundamentals of Speech	3
CST 1103 Biblical Perspectives	3
CST 1433 Developing the Christian Mind	3
Math or Science	3
Fine Arts/Humanities	6
Social or Behavioral Science	3
Degree Requirements (BA or BS/BSN)	6
ESS 2002 Personal Wellness	2
ESS Activity Course	1
COR 1011 Career Pathways I – Freshman Exp.	1
COR 1021 Career Pathways II – Freshman Exp.	1
COR 2011 Career Pathways III – Sophomore Exp.	1
COR 2021 Career Pathways IV – Sophomore Exp.	1
COR 3011 Career Pathways V – Junior Exp.	1
COR 3021 Career Pathways VI – Junior Exp.	1
TOTAL:	39

Required Courses for GE Options

(The courses listed below should be used to fulfill the categories indicated above and are required even if a transferred associate degree would waive the general education courses.)

Humanities Option

ENG 1023 Argumentative and Analytical Writing

Math or Science

MAT 1213 College Algebra I (or higher)
<i>Social Science</i>
PSY 1013 Intro to Psychology
<i>Additional Specific General Education Requirements</i>
Literature Requirement
Science and Lab
HIS 1033 World Civilization I or HIS 1043 World Civilization II
HIS 2013 US History I or HIS 2023 US History II

Semester 7	Semester 8
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MUS 3854	4	EDU 4608 or Electives (6 credits)	6-12
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EDU 4103	3
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CST 1433	3
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COM 1023	3
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Literature	3
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Applied Primary	1
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MUS 4810	0
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Performing Arts Lab	0
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Total	17	Total	6-12
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Total	120-126
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Bachelor of Arts in Music Education - Vocal/Choral*

Degree Requirements	Credits
General Education Courses <i>(including the Required Courses for GE Options)</i>	46
Music Education Core	42
Professional Education Requirements	17
Field Experience Requirements	15
Two Required Tests	
Required for Graduation	120

General Education Courses	Credits
ENG 1013 Introduction to the Writing Process	3
COM 1023 Fundamentals of Speech	3
CST 1103 Biblical Perspectives	3
CST 1433 Developing the Christian Mind	3
Math or Science	3
Fine Arts/Humanities	6
Social or Behavioral Science	3
Degree Requirements (BA or BS/BSN)	6
ESS 2002 Personal Wellness	2
ESS Activity Course	1
COR 1011 Career Pathways I – Freshman Exp.	1
COR 1021 Career Pathways II – Freshman Exp.	1
COR 2011 Career Pathways III – Sophomore Exp.	1
COR 2021 Career Pathways IV – Sophomore Exp.	1
COR 3011 Career Pathways V – Junior Exp.	1
COR 3021 Career Pathways VI – Junior Exp.	1
TOTAL:	39

Required Courses for GE Options

(The courses listed below should be used to fulfill the categories indicated above and are required even if a transferred associate degree would waive the general education courses.)

Humanities Option

ENG 1023 Argumentative and Analytical Writing

Math or Science

Semester 7	Semester 8
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MUS 3854	4	EDU 4608 or Electives (6 credits)	6-12
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EDU 4103	3
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CST 1433	3
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COM 1023	3
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Literature	3
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Applied Primary	1
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MUS 4810	0
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Performing Arts Lab	0
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Total	17	Total	6-12
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Total	120-126
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Semester 7	Semester 8
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MUS 3854	4	EDU 4608 or Electives (6 credits)	6-12
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EDU 4103	3
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CST 1433	3
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COM 1023	3
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Literature	3
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Applied Primary	1
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MUS 4810	0
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Performing Arts Lab	0
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Total	17	Total	6-12
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Total	120-126
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Semester 7	Semester 8
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MUS 3854	4	EDU 4608 or Electives (6 credits)	6-12
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EDU 4103	3
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CST 1433	3
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COM 1023	3
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Literature	3
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Applied Primary	1
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MUS 4810	0
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Performing Arts Lab	0
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Total	17	Total	6-12
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Total	120-126
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Semester 7	**Semester 8**

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		Performing Arts Lab	0
		Ensemble	1
Total	16	Total	18
Semester 3		Semester 4	
MUS 2613	3	MUS 2623	3
MUS 2631	1	MUS 2641	1
Applied Primary	1	Lab Science	4
Language I	3	Language II	3
HIS 1033 or HIS 1043	3	EDU 3133	3
EDU 2013	3	Applied Primary	1
Ensemble	1	MUS 1810	0
Performing Arts Lab	0	Performing Arts Lab	0
COR 2011	1	Ensemble	1
		COR 2021	1
Total	16	Total	17
Semester 5		Semester 6	
MUS 3573	3	COR 3021	1
CST 1103	3	MUS 3583	3
COR 3011	1	COR 3021	1
EDU 3253	3	EDU 3043	3
Ensemble	1	MUS 3633	3
HIS 2013 or HIS 2023	3	MUS 1211	1
Applied Primary	1	Applied Primary	1
Performing Arts Lab	0	Performing Arts Lab	0
		Ensemble	1
Total	15	Total	14
Semester 7		Semester 8	
MUS 3854	4	EDU 4608 or Electives (Non-Licensure)	12
EDU 4103	3		
CST 1433	3		
COM 1023	3		
Literature	3		
Applied Primary	1		
MUS 4810	0		
Performing Arts Lab	0		
Total	17	Total	12
Total			120

Worship Leadership Minor

A Worship Leadership Minor may be earned by completing a minimum of 20 hours in music courses. The following courses are required:

- MUS1603 Fundamentals of Music Theory and Ear Training OR
- MUS1613 Theory I
- MUS3533 Worship Forms and Practices
- MUS3543 Christian Congregational Song
- MUS3653 Instrumental Conducting OR
- MUS3663 Choral Conducting
- Ensembles | 4 credits
- Applied Studies | 4 credits

Total 20

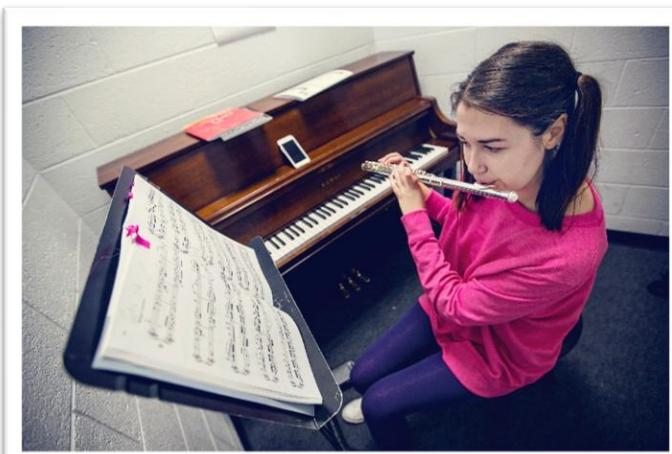
MUS | Music Courses

Private Instruction

- MUS 1011, 1012 Private Brass
- MUS 1021, 1022 Private Guitar
- MUS 1031, 1032 Private Organ
- MUS 1041, 1042 Private Percussion
- MUS 1051, 1052 Private Piano
- MUS 1061, 1062 Private Strings
- MUS 1071, 1072 Private Voice
- MUS 1081, 1082 Private Woodwind

All applied music course numbers ending in "1" will require one (1) half hour lesson per week. These courses are recommended for Non-Music Majors, Music Minors and Music Majors for whom this is their secondary applied instrument. Prerequisite: Instructor's Permission or where applicable Class Voice or Class Piano.

All applied music course numbers ending in "2" will require one (1) hour lesson per week. These courses are recommended for Music Majors for whom this is their primary applied instrument. Prerequisite: Instructor's Permission or Music Department Chair.



MUS 1111 Brass Methods and Pedagogy

The purpose of this course is to give students hands-on knowledge of brass pedagogy in a group setting. Students will learn the Common Elements approach to teaching all areas of brass, including (but not limited to) trumpet, horn, trombone, euphonium, and tuba.

MUS 1121 Percussion Methods and Pedagogy

The purpose of this course is designed to give students hands-on knowledge of percussion pedagogy in a group setting. Students will learn the Common Elements approach to teaching all areas of percussion, including (but not limited to) snare drum, timpani, keyboard percussion, and accessory percussion.

MUS 1131 String Methods and Pedagogy

The purpose of this course is to provide music educators with basic information concerning topics related to teaching string instrumental music to public school students in a large classroom setting. Students will follow a course of study that addresses teaching methods, instrumental performance techniques, resources and literature, and administration of a string program.

MUS 1141 Woodwind Methods and Pedagogy

Woodwind Class is designed to give students hands-on knowledge of woodwind pedagogy in a group setting. Students will learn the Common Elements approach to teaching all areas of woodwinds including (but not limited to) flute, clarinet, oboe, bassoon and saxophone.

MUS 1211 Class Voice

Courses presenting the basics of vocal technique, interpretation, and communication through discussion, listening, and individual coaching. Meets twice a week for one hour. May be taken as an elective for non-music majors. Prerequisite for private voice instruction for non-music majors.

MUS 1300 Music Ensemble Non-Credit

Participation in one or more Music Department ensembles on a non-credit basis. Students are expected to fulfill all requirements of the ensemble and will receive a letter grade. Enrollment by instructor's permission only.

MUS 1301 Jazz Band

A non-auditioned ensemble that performs standard jazz band literature. Completion of one semester of this class earns 0.5 credits.

MUS 1310 Performing Arts/Studio Lab

Regular recitals and concerts are presented by faculty, guest artists, and selected students from the studios of applied music instructors. Attendance at these Lab recitals/studio classes is required, to provide a variety of live music and theater experiences for the student as both performer and audience member. Registration for the Performing Arts/Studio Lab is required of all music degree candidates each semester prior to the final semester. P/F grading system will be used.

MUS 1311 Masterworks Chorale

Masterworks Chorale is a chorus that combines the talents of both University and community singers. The group presents large-scale choral works, individual selections from renowned sacred and secular choral, opera, and theatre repertoire, and choral presentations of special thematic content and high artistic merit.

MUS 1321 Concert Band

A non-auditioned ensemble that performs for on-campus and community events. Open to instrumentalists with high school band experience or equivalent.

MUS 1331 Bluefield Singers

A non-auditioned choir performing classical, folk and contemporary church music. Campus concerts plus area performances each year.

MUS 1341 Instrumental Small Ensemble

An auditioned ensemble that performs chamber literature for on-campus, local and regional events.

MUS 1351 Orchestra

An auditioned orchestra that performs works from standard orchestral literature. This ensemble is open to students and residents of the surrounding communities.

MUS 1361 Marching Band

The Bluefield University Ram Band is a marching band that meets every fall semester. This ensemble will perform at all home football games, pep rallies and community events as selected by the director. Course requirements include all scheduled rehearsals and performances.

MUS 1371 Variations

An auditioned mixed choral ensemble that performs challenging choral literature of varied styles, with a special focus on Christian sacred music. Performances include on-campus concerts and events, and local and regional venues.

MUS 1381 Opera Theatre Ensemble

Opera Theatre Ensemble engages singer/actors in the study, preparation, and performance of scenes and ensembles from selected operatic works. Experience in staging, production, set design and construction, and costuming is included in the course. The semester will culminate in a public performance at Bluefield University. When feasible, the ensemble will also travel to perform in the region for outreach and recruiting.

MUS 1391 Worship Ensemble

An auditioned vocal ensemble and band that performs and leads Christian worship music in a variety of contemporary styles, with emphasis on the practice of worship Leadership. Performances include on-campus services, concerts, events, and local and regional venues.

MUS 1413 Music Appreciation

An introduction to the most important forms, styles, and movements of Western music. Designed for non-music majors. Recital and concert attendance required.

MUS 1603 Fundamentals of Music Theory and Ear Training

Intensive study of the elements of music including rhythm, notation, scales, intervals, and triads with correlated sight-singing and ear training. Incoming music majors and minors will be placed in either this course or MUS 1613 based on the music theory placement test.



MUS 1613 Theory 1

A study of functional harmony, melodic structure, rhythm, and form. Includes rudiments, part writing and analysis from various style periods. Incoming music majors and minors will be placed in either this course or MUS 1603 based on the music theory placement test.

MUS 1623 Theory 2

A continuation of MUS 1613. Includes the study of counterpoint through the analysis of music from the 16th and 18th centuries. Prerequisite: MUS 1613.

MUS 1631 Ear Training 1

The development of comprehensive musicianship skills through exercises in sight singing and aural perception. Should be taken concurrently with Theory 1.

MUS 1641 Ear Training 2

A continuation of MUS 1631. Should be taken concurrently with Theory 2. Prerequisite: MUS 1631.

MUS 1810 Piano Proficiency Level 1

Students will receive credit after passing Piano Proficiency Level 1 as indicated in the Music Department Student Handbook available from the Music Department Chair. Required of all music majors whose primary instrument is not piano. Music minors must fulfill this requirement or MUS 3910 Vocal Proficiency. Prerequisite: Instructor's Permission.

MUS 2312 Lyric Diction I

Lyric Diction I is the first course in a two-semester sequence for voice students. Using the International Phonetic Alphabet [IPA] this course will concentrate on vocal/choral literature in Latin and Italian. Previous knowledge of these singing languages is not required. At course's end, students will be able to transcribe a text in ecclesiastical Latin or standard Italian song texts for a working pronunciation guide for performance. Prerequisite: MUS 1623, MUS 1631.

MUS 2322 Lyric Diction II

Lyric Diction II is the second course in a two-semester sequence for Voice students. Using the International Phonetic Alphabet [IPA] this course will concentrate on vocal/choral literature in German and French. Previous knowledge of these singing languages is not required. At course's end, students will be able to transcribe a poetic text in the standard French and/or German repertoire, for a working pronunciation guide for performance. Prerequisite: MUS 1623, MUS 1641.

MUS 2523 Introduction to Church Music Education

Study and practice of current and traditional philosophies, methods, and materials for use in the educational elements of music ministry. Includes principles of instruction in preschool through youth choirs, as well as hand bell and Orff techniques. Prerequisites: MUS 1613.

MUS 2613 Theory 3

A study of advanced harmony. Includes part writing and the study of small forms through the analysis of music from various style periods. Prerequisite: MUS 1613, 1623.

MUS 2623 Theory 4

A continuation of MUS 2613. Includes the study of chromatic harmonies and large-scale forms through the analysis of music from various style periods. Includes a study of post-tonal theory and serialism compositional techniques. Prerequisite: MUS 2613.

MUS 2631 Ear Training 3

A continuation of MUS 1631 and 1641. Should be taken concurrently with Theory 3. Prerequisite: MUS 1641.

MUS 2641 Ear Training 4

A continuation of MUS 2631. Should be taken concurrently with Theory 4. Prerequisite: MUS 2631.

MUS 2810 Piano Proficiency Level 2

Students will receive credit after passing Piano Proficiency Level 2 as indicated in the Music Department Student Handbook available from the Music Department Chair. Required of all music majors whose primary instrument is not piano except for those whose concentration is General Music with teacher licensure (PreK-12 Instrumental Music endorsement area). Prerequisite: MUS 1810 and Instructor's Permission.

MUS 3473 Piano Literature

A study of composers and representative works from the Baroque period to the present. Prerequisite: MUS 1613, 1623.

MUS 3483 Vocal Literature

A survey of vocal literature from the Renaissance to the present. Includes a survey of significant operatic vocal literature. Prerequisite: MUS 1613, 1623.

MUS 3501, 3502, 3503 Directed Study in Music

A specialized course of study for qualified students. The course is offered on demand, and the credit hours are determined by the nature of the study. Prerequisite: JR/SR Standing.

MUS 3533 Worship Forms and Practices

A study of worship forms and practices in the Judeo-Christian tradition from Biblical times to the present. Includes a study of biblical, theological, philosophical, and historical foundations in liturgy. Includes practical application of those foundations in worship planning for various seasons in the church year.

MUS 3543 Congregational Christian Song

A survey of Christian song from the beginning of the Christian Era to the present. Historical analysis of hymns, and other congregational songs of the church with emphasis on their sources, development and application in contemporary worship.

MUS 3563 Introduction to Church Music Administration

A study of the principles involved in organizing and implementing a fully age-graded music ministry, including Leadership, audio/visuals, seasonal presentations, alternative worship ministries, budgeting, programming, and multiple staff relationships.

MUS 3573 Music History 1

A survey of the development of Western music with specialization in the composers, literature, and style movements, from antiquity through the Baroque. Emphasis will be given to stylistic and aural analysis. Prerequisites: MUS 1613, 1623.

MUS 3583 Music History 2

A continuation of MUS 3573, focusing on music from the Pre-Classical style period to the present. Emphasis given to aural and stylistic analysis. Prerequisite: MUS 3573 or Instructor's Permission.

MUS 3653 Instrumental Conducting

An introduction to the basic techniques of conducting, score, reading, interpretation and rehearsal techniques, with an emphasis on instrumental conducting. Prerequisite: MUS 1613.

MUS 3663 Choral Conducting

Advanced conducting and rehearsal techniques are studied with an emphasis on choral conducting. Will include warm-up, rehearsal sequence, concert and contest preparation and the study and interpretation of works for orchestra, wind ensemble, and orchestral/choral works. Prerequisite: MUS 3653.

MUS 3810 Piano Proficiency Level 3

Students will receive credit after passing Piano Proficiency Level 3 as indicated in the Music Department Student Handbook available from the Music Department Chair. Required of all music majors whose primary instrument is voice or whose concentration is General Music with teacher licensure (PreK-12 Vocal/Choral endorsement area). Prerequisite: MUS 2810 and Instructor's Permission.

MUS 3854 Music Methods and Curriculum

A study of contemporary teaching strategies and procedures recommended by Jacques Dalcroze, Orff, Kodaly, and Comprehensive Musicianship as well as contemporary teaching strategies and procedures for choral and instrumental ensembles. Includes curriculum development for general music class, choral and instrumental ensembles and arranging techniques, instrumental methods and literature, show choirs and hand bells will also be surveyed. Western and Non-Western musical traditions are examined. Prerequisite: MUS 1613, 1623, or Instructor's Permission.

MUS 3871 Survey of Modern Band Methods & Marching Band Techniques

Modern Band Methodologies and Marching Band Techniques will be a comprehensive course covering all aspects of teaching and administering a middle school and high school band program.

MUS 3890 Junior Recital

Recommended for Applied pedagogy concentrations. Students will prepare thirty minutes of literature from the standard repertoire representing all style periods. For further guidelines see the Music Student Handbook available from the Music Department Chair. Prerequisites: two years applied study at the college level, Instructor's Permission.

MUS 4312 Vocal Pedagogy with Practicum

This course is for music majors with voice as their primary applied area. In this course, students will study the anatomy and physiology of the human larynx to gain a better understanding of the vocal mechanism, and possible disorders of the mechanism. As part of this course, students will (under the oversight of the Voice Faculty) 'teach' a student during the semester, who has not studied voice prior to this course. Prerequisite: Senior standing and/or instructor permission.

MUS 4573 Internship in Church Music Administration

A 135-hour Internship in an approved area church under the direct supervision of the minister of music. Significant issues will be discussed in weekly class sessions or through online dialogue if Internship is taken as a summer course. Prerequisite: MUS 3563 and Instructor's Permission. SR Standing.

MUS 4810 Senior Recital I

Required for Church Music, General Music and Music Education concentrations. Students will prepare 30 minutes of literature from the standard repertoire representing all style periods. For further guidelines see the Music Student Handbook available from the Music Department Chair. It is recommended that the student complete this course before entering their student teaching or church music practicum. Prerequisites: three years applied study at the college level.

MUS 4833 Piano Pedagogy and Practicum

The study and application of principles for teaching piano. Includes information and skills needed to establish a private studio. Prerequisite: Instructor's Permission.

MUS 4843 The Art of Accompanying and Practicum

The study and application of the principles of vocal and instrumental accompanying. Pre- requisite: Instructor's Permission.

MUS 4890 Senior Recital II

Required for Applied pedagogy concentrations. Students will prepare 50-60 minutes of literature from the standard repertoire, representing all style periods. For further guidelines see the Music Student Handbook available from the Music Department Chair. Prerequisites: three years applied study at the college level.

POLITICAL SCIENCE

PLS | Political Science Courses

PLS 1013 American Government and Politics

Theory and practice of American government and politics: federal-state relations; the separation and interrelationships of the executive, legislative, judicial branches of government; judicial review; the role of political parties and public opinion; the formulation and execution of domestic and foreign policy; civil liberties.

PLS 2013 Comparative Government and Politics

A survey of politics in Western Europe; transitions from totalitarian to democratic governments in Russia and Eastern Europe; a case study of political development in Africa; a comparison of democratic and communist governments in Japan and China; the role of the military in developing nations.

PLS 2043 State and Local Government

A study of various aspects of state and local government with some focus on VA and WV.

PLS 3023 International Relations

A study of foreign policy making processes, the management of international crises, and the politics of an interdependent world. Prerequisite: PLS 1013.

PLS 3033 Criminal Law (Same as CRJ 3033)

A survey of criminal and common law with emphasis upon definitions and interpretations by the courts.

PLS 3063 Contemporary Political Issues

An analytical introduction to current political problems and conflicts and how they are studied by political scientists. Emphasis will be placed on the American political system. Classroom discussion and debate will be stressed.

PLS 3073 Constitutional Law (Same as CRJ 3073)

A survey of the development of the United States Constitution. It includes the origins, amendments, and interpretations, and will examine the constitutional basis of legislative, executive, and judicial powers, as well as issues of civil liberties and the guaranteed rights of equality. Prerequisite: PLS 1013 or Instructor's Permission.

PLS 3501, 3502, 3503 Directed Study in Political Science

A specialized course of study for qualified students. The course is offered on demand, and the credit hours are determined by the nature of the study. Prerequisite: JR Standing or Instructor's Permission.

PLS 4501, 4502, 4503 Special Topics in Political Science

The student will engage in class instruction, research, and analysis of specific topics with a view to providing more in-depth knowledge and understanding of such areas of concern. Prerequisite: JR/SR Standing or Instructor's Permission.

Caudill School of Business

BUSINESS

The Caudill School of Business is committed to academic excellence and life-long inquiry by engaging students in the liberal arts and the study of business disciplines including marketing, management, accounting, and information technologies. The School strives 1) to provide a dynamic, motivational, Christian learning environment, 2) to provide individual attention and instruction from a Christian perspective, and 3) to adapt continuously to a changing business world. Students will develop a strong base of knowledge in the discipline; acquire effective business communication skills and critical thinking, problem analysis and problem-solving skills, and leave the University prepared to productively contribute to the global community.

The Caudill School of Business offers an undergraduate degree in Business Administration with concentrations in Management, Accounting, Information Technology, Cybersecurity, Sports Management, Leadership, and Marketing. More information about the graduate programs is available in the Graduate Catalog.

Program Objectives

Vision Statement:

The Caudill School of Business strives to provide exceptional high-quality academic and experiential learning programs that enable students to serve in an ever-changing global world.

Mission Statement:

The School prepares students to successfully meet professional opportunities through a dynamic, student-centered educational environment that emphasizes servant leadership, application of knowledge, and global experiential learning.

Mission Statement Components:

- Provides excellence in teaching through innovative approaches, small-class environment, caring faculty, and interactive focus.
- Provides intellectual and professional development to students through coursework, research, and global experiential learning with a focus on leadership, ethical values, and civic engagement.
- Assesses students' learning outcomes to ensure continuous improvement and positive impact of its programs.
- Engages business practitioners, alumni, students, and community and solicits their input to enhance its programs.
- Provides professional development opportunities for enhancement of faculty's teaching skills, research capabilities, practical application, and global experiential learning.

Program Outcomes

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

1. Demonstrate competency with respect to critical business subject areas including: Accounting, Economics,

Management, Quantitative Business Analysis, Finance, Marketing, Legal and Social Environment, Information Systems, International Issues.

2. Demonstrate the ability to identify and interrogate assumptions (explicit and implicit), investigate and analyze alternative systems of thought, and gather and assess relevant information from multiple sources.
3. Demonstrate the ability to apply quantitative reasoning which includes statistical and/or logical problem-solving, the relationships between information, and the use and misuse of quantitative data.
4. Communicate effectively through spoken and written language with peer and professional audiences.

Career Opportunities

- General Manager
- Project Manager
- Financial Analyst
- Human Resources Manager
- Sports Operations Manager

Modality

The Bachelor of Science in Business program is offered in both an online format and in the on-campus classroom. The requirements for each program are listed below.

Degree Graduation Requirements

For a bachelor's degree in Business Administration, a student must complete the General Requirements, Business Core Requirements, electives, and Concentration Requirements. Concentration options for traditional students include Accounting, Information Technology, Cybersecurity, Leadership, Management, Marketing, or Sport Management. Concentration options for online students include Leadership, Management, Marketing, Cybersecurity, or Information Technology. Students in the program must maintain a 2.5 GPA within business courses. No more than one grade of D is allowed.

In addition, all traditional business students must complete a 3-credit hour Internship. Internships are arranged in consultation with a student's advisor and the Department Chair. An internship is preferred for students in the online program, however, the internship may be substituted for an upper-level business course with approval from the student's advisor and Department Chair.

No minor is required; however, a minor in an area different than the chosen concentration may be earned. Minors in Accounting, Business Administration, and Management are available for on-campus students. Minors in Management, Cybersecurity, and Information Technology are available for online students.

Degree Requirements	Credits
General Education Courses	39
Business Core	30
Concentration Requirements	21-27
Electives	24-30
Required for Graduation	120

General Education Courses	Credits
ENG 1013 Introduction to the Writing Process	3
COM 1023 Fundamentals of Speech	3
CST 1103 Biblical Perspectives	3

CST 1433 Developing the Christian Mind	3
Math or Science	3
Fine Arts/Humanities	6
Social or Behavioral Science	3
Degree Requirements (BA or BS/BSN)	6
ESS 2002 Personal Wellness	2
ESS Activity Course	1
COR 1011 Career Pathways I – Freshman Exp.	1
COR 1021 Career Pathways II – Freshman Exp.	1
COR 2011 Career Pathways III – Sophomore Exp.	1
COR 2021 Career Pathways IV – Sophomore Exp.	1
COR 3011 Career Pathways V – Junior Exp.	1
COR 3021 Career Pathways VI – Junior Exp.	1
TOTAL:	39

Business Core Requirements	Credits
BUS 2513 Principles of Macroeconomics	3
BUS 2523 Principles of Microeconomics	3
BUS 2533 Accounting Principles	3
BUS 2573 Managerial Accounting	3
BUS 3013 Principles of Management	3
BUS 3023 Principles of Marketing	3
BUS 3113 Legal Environment of Business	3
BUS 3223 Business Communication	3
BUS 3513 Business Finance	3
BUS 4213 Business Policy and Strategy	3
Core Requirements:	30

Accounting Concentration Requirements	Credits
BUS 3123 Business Law	3
BUS 3533 Intermediate Accounting I	3
BUS 3543 Intermediate Accounting II	3
BUS 3563 Cost Accounting	3
BUS 4073 Auditing	3
BUS 4083 Income Taxes	3
BUS 4433 Government and Not-for-Profit Accounting	3
BUS 4553 Business Internship	3
Concentration Requirements:	24

Management Concentration Requirements	Credits
BUS 3053 Project Management	3
BUS 3713 Organizational Theory and Behavior	3
BUS 3903 Business Ethics	3
BUS 4013 Data Analytics	3
BUS 4033 Human Resources Management	3
BUS 4933 Management Information Systems	3
BUS 4553 Business Internship	3
Concentration Requirements:	21

Marketing Concentration Requirements	Credits
BUS 3243 Advertising and Promotions	3
BUS 4113 Internet Marketing	3
BUS 4423 Topics in Marketing Communication	3
COM 4613 Digital Marketing Data Analysis	3
BUS 3143 Sales	3
BUS 3153 Consumer Behavior	3
BUS 4553 Business Internship	3
Concentration Requirements:	21

Leadership Concentration Requirements	Credits
MGT 3173 Leading in the 21 st Century	3
MGT 3193 Coach Mentor Motivation	3
MGT 4223 Planning Career as a Leader	3
BUS 3713 Organizational Behavior & Theory	3
MGT 3203 Leadership Theories	3
MGT 3213 Leadership in Remote Working Environment	3
BUS 4553 Business Internship	3
Concentration Requirements:	21

Information Tech Concentration Requirements	Credits
BUS 2313 Program Design and Development	3
BUS 3333 C#	3
CYS 2003 Intro to Information Systems	3
CYS 3843 Database Concepts	3
BUS 4623 Data Communications	3
BUS 4643 Internet Technologies	3
BUS 4933 Management Information Systems	3
BUS 4553 Business Internship	3
Concentration Requirements:	24

Cybersecurity Concentration Requirements	Credits
CYS 2003 Information Systems Fundamentals	3
CYS 2033 Networking Fundamentals	3
CYS 3043 Linux Fundamentals	3
CYS 3103 Information Security Fundamentals	3
CYS 3123 Scripting Fundamentals	3
CYS 3133 Window Server Installing and Configuring	3
BUS 4003 Information Technology Internship	3
BUS 4553 Business Internship	3
Concentration Requirements:	24

Sports Management Concentration Requirements	Credits
BUS 2203 Contemporary Issues in Sport	3
BUS 2403 Sport Governance	3
BUS 3043 Administration of Sports and Recreation	3
BUS 3623 Facility Design and Management	3
BUS 4043 Sports Sales and Sponsorship	3
BUS 4053 Sport Communication	3
BUS 4123 Sport Marketing	3
BUS 4216 Sport/Recreation Management Internship	6
Concentration Requirements:	27

Completion Sequence – Business Administration

Semester 1		Semester 2	
ENG 1013	3	COM 1023	3
Concentration	3	CST 1103	3
ESS 2002	2	Math or Science	3
Wellness Activity	1	Fine Arts/Humanities	3
Concentration	3	BUS 2513	3
Social Science	3	COR 1021	1
COR 1011	1		
Total	16	Total	16
Semester 3		Semester 4	
GE Math or Science	3	MGT 3153	3

Concentration	3	BUS 3013	3
INT 3063	3	GE Math/Science	3
Concentration	3	Concentration	3
COR 2011	1	COR 2021	1
Humanities	3	Elective	3
Total	16	Total	16

Semester 5		Semester 6	
Concentration	3	Concentration	3
BUS 3053	3	CST 1433	3
BUS 3223	3	BUS 4033	3
Concentration/Elective	3	Elective	3
COR 3011	1	COR 3021	1
Elective	3	Elective	3
Total	16	Total	16

Semester 7		Semester 8	
BUS 4213	3	Concentration/Elective	3
Concentration	3	Elective	3
Concentration	3	Elective	3
Concentration/Elective	3	Elective	3
Total	12	Total	12

Total	120
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Business Accounting Minor

Students pursuing the Business Accounting Minor are required to complete twenty-one hours of coursework.

BUS 1063 Intro to Business
 BUS 2513 Principles of Macroeconomics
 BUS 2533 Accounting Principles
 BUS 2573 Managerial Accounting
 BUS 3533 Intermediate Accounting I
 BUS 3543 Intermediate Accounting II
 BUS 4413 Accounting Information Systems

Total	21
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Information Technology Minor

Students pursuing the Information Technology Minor are required to complete twenty-one hours of coursework.

BUS 1063 Intro to Business
 BUS 2313 Program Design and Development
 BUS 3333 C#
 CYS 3843 Database Concepts
 BUS 4503 Special Topics
 BUS 4623 Data Communications

Choose one class from the following:

BUS 4003 Information Technology Internship
 BUS 4643 Internet Technology
 BUS 4933 Management Information Systems
 CYS 2003 Information Systems Foundations

Total	21
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Business Management Minor

Students pursuing the Business Management Minor are required to complete twenty-one hours of coursework.

BUS 1063 Intro to Business
 BUS 2513 Macroeconomics
 BUS 2533 Accounting Principles
 BUS 2573 Managerial Accounting
 BUS 3013 Principles of Management
 BUS 3113 Legal Environment of Business
 BUS 4213 Business Policy and Strategy

Total	21
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Business Administration Minor

Students pursuing the Business Administration Minor are required to complete twenty-one hours of coursework.

BUS 1063 Intro to Business
 BUS 2513 Macroeconomics
 BUS 2533 Principles of Accounting I
 BUS 3013 Principles of Management
 Choose three (3) courses, two of which are at the 3000 level or above.

*Students majoring in Business may not select the Business Administration Minor.

Total	21
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Sport/Recreation Management Minor

Students pursuing the Sport/Recreation Minor are required to complete eighteen hours of coursework.

BUS 4043 Sports Sales and Sponsorship
 BUS 4053 Sport Communication
 BUS 3043 Administration of Sports/Recreation
 BUS 4123 Sport Marketing
 Six Credits of Business/Sports Mgmt Electives (see below)

Students in the business department may choose any other combination of 6 credits of sport management courses or the BUS 4216 Sport/Recreation Management Internship course offered during the summer. Students not in the business department may choose any combination of 6 credits of business courses including sport management or the BUS 4216 Sport/Recreation Management Internship.

Total	18
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BSBA + MBA Accelerated Dual-Degree (3+1)

Bluefield University's accelerated dual-degree program allows our graduates to excel faster in today's business environment. The undergraduate component allows students to choose their business administration concentration, and then the graduate component allows the students to build upon that foundation with enhanced areas such as financial analysis and leadership. This program combines both specialized courses and core courses from Bluefield's business program to ensure that graduates have the

skills to lead in many different types of organizations. The skills attained in this program can be used in helping organizations like nonprofits, community service agencies, corporations, small businesses, hospitals, etc.

Students will complete the complete MBA program curriculum, with the following courses being allowed to replace the corresponding undergraduate course:

- BUS 5333 Project Management – Substitute for BUS 3053 Project Management
- BUS 5313 Data Analytics – Substitute for BUS 4013 Data Analytics
- BUS 5323 Human Resources Mgt – Substitute for BUS 4033 Human Resources
- BUS 5353 Org. I Behavior & Change Mgt – Substitute for BUS 3713 Org. Theory & Behavior
- BUS 5363 Legal & Ethical Decision Making – Substitute for BUS 3903 Business Ethics

Admission to the program will be consistent with the philosophy of providing opportunities for learners to reach career goals consistent with the degree offered and have a demonstrated commitment to the time requirements of the program.

Applicants must have the following:

- A cumulative grade point average of 3.0 or higher, and a 3.25 grade point average overall in their business courses
- Application for the accelerated program must be received no later than the end of the student's sophomore year.

If at any point during the program the student makes a D or F in any business course, they will no longer be allowed to be in the accelerated program and will resort back to the regular undergraduate curriculum. If the student makes more than one C in a graduate course, they will no longer be allowed to participate in the program.

BUS | Business Courses

BUS 1063 Introduction to Business

This course provides an overview of the business world. Topics include the basic principles and practices of contemporary business. Upon completion, students should be able to relate how business institutions operate in our modern day political, social, and economic environment; describe various business ownership forms; acquire information about starting a business; explain management functions. (Fall and Spring)

BUS 2003 Intro to Sport Management

This course is an analysis of effective management strategies and the body of knowledge associated with pursuing a career in sport management. The course introduces the student to sport management career opportunities in the sport industry and to sport principles as they apply to management, leadership style, communication, and motivation. (Fall)

BUS 2203 Contemporary Issues in Sport Management

Contemporary Issues in Sport is a course that examines the social, cultural, and ethical dimensions of sports in today's society. This course will explore a range of topics related to the complex and evolving landscape of modern sports, including globalization, diversity and inclusion, gender equity, doping and performance enhancing drugs, technology, and the role of sports in promoting social change.

BUS 2283 Advanced Web Application Development

This course will focus on web development using the PHP programming language. Students will develop advanced web applications and dynamic websites that combine PHP with previously learned HTML5 and JavaScript skills, as well as use a database environment with the MySQL database engine. (on demand)

BUS 2313 Program Design and Development

Basic terminology/application of computer concepts, followed by introduction to structured flowcharting and structured programming. (Every Fall)

BUS 2323 Personal Computers

Use and apply current word processing, spreadsheet, presentation and database software.

BUS 2403 Sport Governance

Sport Governance is a course that examines the structure and function of governing bodies and organizations in the sports industry. This course will explore various topics related to sport governance, including the roles and responsibilities of governing bodies, governance structures, decision-making processes, and accountability mechanisms.

BUS 2433 Visual C#

Software development using object-oriented C# programming. (On Demand)

BUS 2513 Principles of Macroeconomics

Study of basic economics including national income analysis, employment theory, fiscal policy, and banking. (Every Term)

BUS 2523 Principles of Microeconomics

Study of production costs, price theory, domestic and international problems. (Every Spring)

BUS 2533 Accounting Principles

Basic accounting including accounting cycle development and statement preparation. Study of cash, receivables, notes, inventories, and plant assets. (Fall and Spring)

BUS 2573 Managerial Accounting

The course focuses on applying accounting principles to various businesses. It covers income determination, asset valuation, and financial reporting. Topics also address services, merchandising, and manufacturing operation, including internal controls, analysis of financial statements, cost accounting systems, and managerial concepts. (Spring)

BUS 2603 Personal Finance

Introduction to consumer finance, focusing on basic principles and techniques used to manage income and assets to achieve personal financial goals. Major areas of study include individual budgets, personal financial planning, taxes, credit management, insurance, personal investments, and planning for retirement.

BUS 3013 Business Management

Examination of modern management concepts and practices. Provides an analysis of management theory, principles, business practice, organizational structures, and managerial functions. (Fall and Spring)

BUS 3023 Marketing Principles

Principles of Marketing is a course that provides students with an understanding of the fundamental concepts and techniques used in marketing. This course will explore various topics related to marketing, including market research, consumer behavior, product development, pricing strategies, promotion and advertising, distribution channels, and marketing ethics.

BUS 3033 International Business

This course examines the benefits, intricacies, and pitfalls of participating in the global business environment. Special attention is given to the divergences in international cultures, economic, political, and legal systems that create the special challenges facing companies engaging in international business strategies. (Spring)

BUS 3043 Administration of Sports and Recreation

The Administration of Sports and Recreation course provides students with a comprehensive understanding of the principles and practices involved in managing and operating sports and recreational facilities, programs, and events. The course will explore various topics related to sports and recreation administration, including organizational structures, strategic planning, budgeting and financial management, marketing and promotion, legal issues, risk management, and facility management.

BUS 3053 Project Management

This course teaches the practice of project management following the principles defined by the Project Management Institute (PMI). It covers the full project lifecycle from project initiation and approval, work breakdown, planning, risk management, monitoring, completion, to lessons learned.

BUS 3113 Legal Environment of Business

The Legal Environment of Business is a course that provides students with an understanding of the laws and regulations affecting the operations of businesses. This course will explore various topics related to the legal environment of business, including the sources of law, the court system, contracts, torts, property law, intellectual property, employment law, and business organizations.

BUS 3123 Business Law

Designed toward the law section of the CPA exam. Includes items related to the Uniform Commercial Code. (Every Spring)



BUS 3133 Entrepreneurship

This course explores the development and role of entrepreneurs in the business environment, with special focus on practical applications useful to potential entrepreneurs. Studies will include the design thinking process, development of a viable entrepreneurial business plan, and success and failure stories from real world participants. (Spring)

BUS 3143 Sales

This course introduces students to the fundamental principles and practices of successful sales strategies. Through theoretical concepts, practical applications, case studies, and interactive exercises, students will develop a comprehensive understanding of the sales process and acquire essential skills to excel in various sales environments. Topics covered include prospecting, relationship building, effective communication, negotiation, and sales closing techniques.

BUS 3153 Consumer Behavior

This course provides comprehensive exploration of the psychological, social, and cultural factors that influence consumer behavior. Through a blend of theoretical frameworks, case studies, and real-world applications, students will gain insights into how consumers make decisions, form preferences, and interact with products and brands. Topics covered include motivation, perception, learning, attitudes, culture, and the impact of digital technology on consumer behavior.

BUS 3203 Public Relations (same as COM 3203)

Overview of the history of public relations in American society. Study of theories and methods involved in successful communication between organizations and their publics. (Fall and Spring)

BUS 3223 Business Communication

This course is designed to improve written and oral communication skills in the context of the business environment. Students will learn to prepare various business correspondence including analytic reports, persuasive business proposals, information reports, emails, resumes, and presentations. Current theories of communication, perceptions, and semantics will be used. (Fall and Spring)

BUS 3243 Advertising and Promotions (Same as COM 3243)

A comprehensive examination of the research, planning and production required to create and evaluate advertising campaigns. Attention is given to the interrelationship among advertising creative strategy, management issues and message impact. (On Demand)

BUS 3333 Visual C#

Software development using object-oriented C# programming. Prerequisite: (On Demand)

BUS 3343 Advanced Visual C#

Software development using object-oriented C# programming. (On Demand)

BUS 3513 Business Finance

Principles and methods of financing business organizations. (Every Spring)

BUS 3533 Intermediate Accounting I

Preparation of balance sheets, income statements, and cash flow statements. Problems in ca, receivables, inventories, plant assets, liabilities, capital stock, and retained earnings. (Every Fall)

BUS 3543 Intermediate Accounting II

Continuation of BUS 3533. (Every Spring)

BUS 3563 Cost Accounting

Cost gathering for inventory pricing and determining income. Planning and control cost behavior concepts. Job order, process cost systems, standard costs, and budgeting. (On Demand)

BUS 3613 Money and Banking

Functions of money, monetary systems, credit, banking, the Federal Reserve System, investments, and monetary policy. (On Demand)

BUS 3623 Facility Design and Management

Facility Design and Event Management is a course that explores the principles and practices involved in designing and managing sports and recreational facilities and events. This course will provide students with an understanding of the key factors that impact the design and operation of these facilities, as well as the skills needed to plan and execute successful events.

BUS 3713 Organizational Theory and Behavior

This course takes a behavioral science approach to organizational management challenges created by the interaction of individuals, groups, and organizations. The focus is to determine how knowledge gained about individual and group behavior and organization design impacts organizational effectiveness. (Fall and Spring)

BUS 3903 Business Ethics

This course focuses on the ethical aspect of relationships among the various stakeholder groups – employees, customers, suppliers, governments, and society. Business ethics are examined in the context of human behavior and marketplace issues. Classic viewpoints are presented, as well as contemporary application to the current business environment. (Fall)

BUS 4003 Information Technology Internship

See Criteria for Internships. Prerequisite: Computer experience and instructor's permission. (Fall and Spring)

BUS 4013 Data Analytics

Analyze raw data to find trends and answers to business problems. We study a variety of techniques that enable managers to make informed decisions based on analysis of historic trends and other data. Techniques studied include: decision trees (calculating the expected values of each branch), linear programming, queuing theory, descriptive analytics, regression analysis, and simulation. Prerequisite: MAT 2023 (statistics) and JR/SR Standing. (Every Fall).

BUS 4033 Human Resources Management

This course will examine the challenges of current human resource management within the context of a dynamic business environment that is constantly changing. The course will explore several current HR theories, performance management systems, and organizational development systems. (Every Spring)

BUS 4043 Sport Sales and Sponsorship

This course presents comprehensive and rigorous coverage of contemporary sales management techniques and strategies as it applies to sales and sponsorships within the sport industry. Findings from recent sales management research are blended with examples of current sales management practices. Topics are covered from the perspective of a sales management decision maker. This

decision-making perspective is accomplished through discussions on basic concepts, identifying critical decision areas, and presenting analytical approaches for improved sales management decision making.

BUS 4053 Sport Communication

Sport Communication is a course that explores the principles and practices involved in communicating about sports to various audiences. This course will provide students with an understanding of the key factors that impact effective communication within the sports industry, as well as the skills needed to plan and execute successful communication strategies.

BUS 4073 Auditing

Auditing standards, professional ethics, audit program, working paper techniques, internal controls, substantive tests, and audit reports. (Every Spring)

BUS 4083 Income Taxes

Income tax legislation and taxable income concepts for individuals. (Every Spring)

BUS 4113 Internet Marketing (COM 4113)

This course provides an introduction to internet marketing, framing the market opportunity, marketing strategy in internet marketing, drafting the customer interface, designing the marketing program, branding, pricing, promotion, public relations, designing the market space matrix and evaluating the marketing program. (On Demand)

BUS 4123 Sport Marketing

This course is an analysis of effective management strategies and the body of knowledge associated with pursuing a career in sport management. The course will introduce students to the sport management career opportunities in the sport industry and sport principles as they apply to management, marketing, leadership style, communication, and motivation.

BUS 4133 Sport Finance

Sport Finance is a comprehensive course designed to provide students with a solid foundation in the financial management and economics of the sports industry. This course explores the unique financial challenges and opportunities inherent in the world of sports, from professional leagues and teams to collegiate athletics and beyond.

BUS 4213 Business Policy and Strategy

A capstone course focusing on the practical application of management principles to administrative and organizational problems. Emphasis on managerial decision making and integration of core content through case studies. Prerequisite: SR Standing. (Fall and Spring)

BUS 4216 Sport/Recreation Management Internship

This course designs an experiential learning experience for the student. The student and their faculty advisor acquire internship opportunities. These opportunities may place a student in an internship of their choosing near their home or may extend nationally and globally. All sectors of the sport/recreation industry are open along with any type of sport/recreation organization. This is a 270-hour working internship and requires students to complete an internship data sheet, portfolio, and final presentation. The class is offered every summer semester. Students are required to complete the internship between their junior and senior year. Although internships are paid, students must be aware of the financial costs of the course and possible relocation and living

expenses incurred throughout the summer. Students may take (2) 300-400 level courses approved by the faculty adviser to substitute for the internship.



BUS 4413 Accounting Information Systems

Use of accounting software and study of modules including general ledger, accounts receivable, accounts payable, and payroll. (Every Fall)

BUS 4423 Topics in Marketing Communication (COM 4423)

Students will engage in class instruction, research and writing projects to develop more in-depth knowledge and understanding in a specialized area of marketing communication. (On Demand)

BUS 4433 Governmental and Not-for-Profit Accounting

A study of accounting in state and local governmental organizations and in not-for-profit organizations. Includes a computer practice set. (Every Fall)

BUS 4501/4502/4503 Special Topics in Business

Study, research, and analysis of topics for more in-depth knowledge and understanding. (Fall and Spring)

BUS 4511/4512/4513 Directed Study in Business

A specialized study for qualified students. (On Demand)

BUS 4551/4552/4553 Business Internship

See Criteria for Internships. Student works in a business and interacts with various finance, management, and operating functions. The student is under contract with the University and the business organization. Combines theory with on-the-job training. Student must have junior or senior standing and have at least 12 hours of business administration courses at the 2000-level or higher, and be accepted as a business administration major. Course grade is based on various written and oral reports and the evaluation of the business site supervisor. Expense for transportation to and from the internship site is the responsibility of the student. Course may be repeated for a total of three credits. (On Demand).

BUS 4623 Data Communications

Study data communications of modern information systems and data transmission concepts (Alternating Spring)

BUS 4633 Sport Law

The purpose of this class is to help students learn the legal concepts taught in sport management curricula. The contents discussed are for educational purposes only and never constitute legal advice. The class covers the basics of the US legal system and its courts. Areas

under the law that are covered include tort, risk management, agency, contract, employment, constitutional, equity, intellectual property, antitrust, and labor.

BUS 4643 Internet Technologies

History of the Internet, business and educational uses, hardware and software applications, programming languages, and Webpage design and development. (Alternating Fall)

BUS 4933 Management Information Systems

Examines managerial decision-making and related information processing concepts, data collection, analysis for MIS design and operation. (Spring)

CYBERSECURITY

Chart your own path as a cybersecurity professional with a Bluefield University B.S. in Cybersecurity degree. You can seize your dream of helping to protect private information for individuals and companies. From learning the basics of information security to advanced skills like tracking down hackers, you will gain the skills necessary to enter the wide-open field of cybersecurity. In Bluefield's cybersecurity program, students learn how to integrate a Christian perspective into their work in protecting personal data.

Your coursework builds skills in programming logic, network switching and routing, server administration, and network forensics. Along with fundamental technical skills, you will learn how to think critically about data and how to protect information from hackers who are trying to take advantage of individuals and businesses. Throughout your coursework, there is a focus on ethical decision making, and the program culminates in an internship where you practice the cybersecurity skills you have learned in your courses.

Modality

The Bachelor of Science in Cybersecurity program is offered in both an online format and in the on-campus classroom. A minor is also offered in both formats.

Degree Graduation Requirements - Cybersecurity

For a bachelor's degree in Cybersecurity, a student must complete the General Education requirements, Core Requirements, and Electives for a total of 120 credit hours.

Degree Requirements	Credits
General Education Courses	39
Cybersecurity Core	36
Electives	45
Required for Graduation	120

General Education Courses	Credits
ENG 1013 Introduction to the Writing Process	3
COM 1023 Fundamentals of Speech	3
CST 1103 Biblical Perspectives	3
CST 1433 Developing the Christian Mind	3
Math or Science	3
Fine Arts/Humanities	6
Social or Behavioral Science	3
Degree Requirements (BA or BS/BSN)	6
ESS 2002 Personal Wellness	2
ESS Activity Course	1
COR 1011 Career Pathways I – Freshman Exp.	1
COR 1021 Career Pathways II – Freshman Exp.	1

COR 2011 Career Pathways III – Sophomore Exp.	1
COR 2021 Career Pathways IV – Sophomore Exp.	1
COR 3011 Career Pathways V – Junior Exp.	1
COR 3021 Career Pathways VI – Junior Exp.	1
TOTAL:	39

Cybersecurity Core Requirements	Credits
CYS 2003 Information Systems Fundamentals	3
CYS 2033 Networking Fundamentals	3
CYS 3043 Linux Fundamentals	3
CYS 3103 Information Security Fundamentals	3
CYS 3113 Networking Switch and Routing	3
CYS 3133 Window Server Installing and Configuring	3
CYS 3233 Digital Forensics Fundamentals	3
CYS 3303 Introduction to Secure Programming Logic	3
CYS 3843 Database Fundamentals	3
CYS 4103 Intrusion Detection/Prevention Systems	3
CYS 4303 Ethical Hacking and System Defense	3
CYS 4503 Cybersecurity and IT Certification Prep	3
Core Requirements:	36

Completion Sequence – Cybersecurity

Semester 1	Semester 2
ENG 1013	3
CYS 2033	3
CYS 2003	3
ESS 2002	2
Wellness Activity	1
COR 1011	1
Total	13
Semester 3	Semester 4
CYS 3113	3
BS Math/Science	3
CYS 3043	3
CST 1433	3
Elective	3
COR 2011	1
Total	16
Semester 5	Semester 6
CYS 3303	3
CYS 3843	3
Elective	3
COR 3011	1
Elective	3
Elective	3
Total	16
Semester 7	Semester 8
CYS 4303	3
Elective	3
Total	15
Total	120

Minor in Cybersecurity

Students pursuing the Minor or Certificate in Cybersecurity are required to complete eighteen hours of coursework.

CYS 2003 Information Systems Fundamentals
CYS 2033 Networking Fundamentals
CYS 3043 Linux Fundamentals
CYS 3103 Information Security Fundamentals
CYS 3113 Networking Switch and Routing
CYS 3233 Digital Forensics Fundamentals

Total **18**

CYS | Cybersecurity Courses

CYS 2003 Information Systems Fundamentals

Providing an introduction to computer systems, information technology, and application and system software, this course explains how information is used in organizations and in our daily lives. This course will look at how information technology enables improvement in communication, quality, timeliness, and competitive advantage in organizations and in our daily lives.

CYS 2033 Networking Fundamentals

Networking Fundamentals explores converging computer and communications technologies, such as transmission concepts, network hardware and software, protocols, and standards. It is also designed to serve the needs of those interested in understanding the field of computer networking and how it relates to other areas of Information Technology (IT) and Cybersecurity. The content in this course maps to the CompTIA Network+ professional certification. Prerequisite or Co requisite: CYS 2003 Information Systems Fundamentals. Prerequisite or Co requisite: CYS 2003 Information Systems Fundamentals.

CYS 3043 Linux Fundamentals

This course provides students with the fundamental concepts of Linux/UNIX operating systems. The course covers such topics as the Linux/UNIX file system, commands, utilities, text editing, shell programming, and text processing utilities. Students will learn command line syntax and features of the popular Linux/UNIX shells, including filename generation, redirection, pipes, and quoting mechanisms. The course is designed to help students prepare for professional careers in the information and communication technology (ICT) field. The content in this course maps to the CompTIA Linux+ (powered by the Linux Professional Institute [LPI]) certification exam (LX0-103). Prerequisite: CYS 2003 Information Systems Fundamentals.

CYS 3103 Information Security Fundamentals

This course offers in-depth coverage of the current risks and threats to an organization's data, combined with a structured way of addressing the safeguarding of these critical electronic assets. The course provides a foundation for those new to Information Security as well as those responsible for protecting network services, devices, traffic, and data. Additionally, the course provides the broad-based knowledge necessary to prepare students for further study in other specialized security fields. The content in this course maps to the CompTIA Security + professional certification exam. Prerequisite: CYS 2033 Networking Fundamentals.

CYS 3113 Networking Switching and Routing

This course introduces the student to the architecture, components, and operation of switches and routers, as well as the fundamentals of switching, routing, and the primary routing protocols. The course

is designed to help students prepare for professional careers in the information and communication technology (ICT) field. It also helps prepare individuals seeking to pass the Cisco Certified Entry Networking Technician (CCENT) certification exams. Prerequisite: CYS 2033 Networking Fundamentals.

CYS 3123 Scripting Fundamentals

This course offers an in-depth introduction to scripting languages including basic data types, control structures, regular expressions, input/output, and textual analysis. Prerequisite or Co requisite CYS 3043 Linux Fundamentals.

CYS 3133 Windows Server Installing and Configuring

This course offers in-depth coverage of core services such as Active Directory and net- working services and provides validation of skills necessary to implement a core Windows Server 2016/XX Infrastructure into an existing enterprise environment. Additionally, the course provides the broad-based knowledge necessary to prepare students for further study in other specialized Information Technology and security fields. It is also intended to serve the needs of individuals seeking to pass the Microsoft certification exam (70-410/XXX). Prerequisite: CYS 2033 Networking Fundamentals and CYS 3043 Linux Fundamentals.

CYS 3233 Digital Forensics Fundamentals

This course introduces the student to the legal and technical aspects of Digital Forensics. Including general forensic processes, imaging, hashing, file recovery, file system basics, identifying mismatched file types, reporting, and laws regarding computer evidence. Pre- requisite: CYS 2033 Networking Fundamentals.

CYS 3303 Introduction to Secure Programming Logic

This is an introductory course in structured programming logic. Students will learn to analyze problems; define data using simple data types and arrays; and create algorithmic solutions using basic control structures (sequence, selections, loops) and functions. Students learn to systematically break down a problem into manageable parts; plan and design logical solutions; and write effective, structured, and well-documented instructions. Emphasis will be on problem-solving approaches (algorithms) and the fundamental concepts and programming techniques common to modern computer languages including variable assignment, expressions, input/output statements, loops, if-then-else and case constructs, functions, arrays, etc. The concepts learned in this course are applicable to multiple modern programming languages. CYS 3043 Linux Fundamentals.

CYS 3403 TCP/IP Fundamentals

This course offers an in-depth look at the various TCP/IP protocols that comprise today's converging communication technologies and state-of-the-art networks. This course is intended for students wishing to understand how communication and network protocols operate: programmers writing network applications, system administrators responsible for maintaining systems and networks utilizing the various protocols, and users who deal with network applications on a daily basis. CYS 2033 Networking Fundamentals.

CYS 3843 Database Concepts

This course provides the students with a theoretical background, practice in database design, and experience creating and developing a working database. Prerequisite: CYS 2003 Information Systems Fundamentals 3 credit hours.

CYS 4033 Windows Server System Administration

This course builds on CYS 3133 Windows Server Installing and Configuring by continuing to provide validation of skills necessary to implement a core Windows Server 2016/XX Infrastructure into an existing enterprise environment. Additionally, the course provides the broad-based knowledge necessary to prepare students for further study in other specialized Information Technology and security fields. It is also intended to serve the needs of individuals seeking to pass the Microsoft certification exam (70-411/XXX). Prerequisite: CYS 3133 Windows Server Installing and Configuring.

CYS 4043 Linux Server Administration

This course introduces the student to the fundamentals of system administration using Linux operating systems. Additionally, the course provides the broad-based knowledge necessary to prepare students for further study in other specialized security fields. It is also intended to serve the needs of individuals seeking to pass the Computing Technology Industry Association's (CompTIA) Linux + certification exam (LX0-104). Prerequisite: CYS 3043 Linux Fundamentals.

CYS 4103 Intrusion Detection/Prevention Systems

Intrusion Detection/Prevention Systems are critical components of well-designed network architectures. These systems act as a line of defense, helping protect company assets from attacks. In this course, students gain a thorough grounding in the design, implementation, and administration of IDSe/IPSes, as well as practical, hands-on experience working with these systems. In addition, students analyze various attack signatures and the network traffic these systems collect. Prerequisite: CYS 3114 Networking Switching and Routing and CYS 3103 Information Security Fundamentals.

CYS 4204 Network Security

This course prepares students for entry-level security specialist careers by developing an in-depth understanding of network security principles and the tools and configurations needed to secure a network. Prerequisite or Co Requisite: CYS 4104 Intrusion Detection/ Prevention Systems.

CYS 4303 Ethical Hacking and System Defense

The course combines an ethical hacking methodology with the hands-on application of security tools to better help students secure their systems. Students are introduced to common countermeasures that effectively reduce and/or mitigate attacks. Ethical Hacking and System Defense begins with an examination of the current threat landscape, key terms, and concepts & techniques used by attackers to compromise systems. It also explores a common Ethical Hacking methodology that can be used by defenders to harden systems. The content in this course maps to the EC-Council Certified Ethical Hacker (CEH) professional certification. Prerequisite: CYS 4043 Linux Server Administration, CYS 4003 Windows Server System Administration and CYS 4204 Network Security or permission of the professor.

CYS 4333 Cyberethics

This course covers four broad areas: control content and free speech, intellectual property, privacy and security. For each of these critical areas, consideration of the common ethical, undergirded by a biblical worldview, and public policy problems that have arisen and how technology, law or some combination of the two would resolve some of the problems. Prerequisite: BUS 4003 Information Technology Internship or CYS 4403 Cybersecurity Internship or permission of professor.

CYS 4403 Cybersecurity Internship

Supervised internship provides students with the opportunity to integrate and apply concepts and knowledge gained through class instruction and hands-on labs with on-the-job training in an area associated with cybersecurity. Pre-requisite: BUS 4003 Information Technology Internship or permission of professor.

CYS4404 Network Forensics and Incident Response

This course explores security incidents and intrusions, including identifying and categorizing incidents, responding to incidents, log analysis, network traffic analysis, various tools, and creating an incident response team. Prerequisite: CYS 4304 Ethical Hacking and System Defense.

CYS 4503 Cybersecurity and IT Certification Preparation

The cybersecurity program is optimally designed to equip our graduates with the necessary skills and knowledge to enter the cybersecurity workforce. This course will assist students who plan to study and prepare for IT certifications such Network+, CCENT, Linux, Windows Server, Security+ or CEH. Prerequisite: BUS 4003 Information Technology, CYS 4403 Cybersecurity Internship or permission of professor.

CYS 4803 Special Topics: Cybersecurity

This special topics course is offered on a timely or as needed basis covering emerging topics affecting cybersecurity such as malware analysis, privacy, mobile and wireless security, cloud computing, block chain technologies, trusted computing, network and digital forensics and cyberwarfare and other applicable topics/subjects. Prerequisite: BUS 4003 Information Technology Internship or CYS 4403 Cybersecurity Internship or permission of professor.



INFORMATION TECHNOLOGY

Chart your own path as an information technology professional with a Bluefield University B.S. in Information Technology degree. A B.S. in Information Technology prepares you for a variety of careers within the well-paying field of information technology by providing foundational knowledge and skills to make you a leader in the industry. The information technology skills are combined with management skills, building a foundation to become an IT leader in a wide range of organizations. In Bluefield's information technology program, students learn how to integrate a Christian perspective into their work in connecting people and technology. Your coursework builds skills in programming logic, network switching and routing, server administration, project management, and motivating your team to accomplish great things.

Modality

The Bachelor of Science in Information Technology program is offered in an online format.

Degree Graduation Requirements

For a bachelor's degree in Information Technology, a student must complete the General Education requirements, Core Requirements, and Electives for a total of 120 credit hours.

Degree Requirements	Credits
General Education Courses	39
<i>(including the Required Courses for GE Options)</i>	
Information Technology Core	36
Electives	45
Required for Graduation	120

General Education Courses	Credits
ENG 1013 Introduction to the Writing Process	3
COM 1023 Fundamentals of Speech	3
CST 1103 Biblical Perspectives	3
CST 1433 Developing the Christian Mind	3
Math or Science	3
Fine Arts/Humanities	6
Social or Behavioral Science	3
Degree Requirements (BA or BS/BSN)	6
ESS 2002 Personal Wellness	2
ESS Activity Course	1
COR 1011 Career Pathways I – Freshman Exp.	1
COR 1021 Career Pathways II – Freshman Exp.	1
COR 2011 Career Pathways III – Sophomore Exp.	1
COR 2021 Career Pathways IV – Sophomore Exp.	1
COR 3011 Career Pathways V – Junior Exp.	1
COR 3021 Career Pathways VI – Junior Exp.	1
TOTAL:	39

Information Technology Core Requirements	Credits
IST 2003 Information Systems Fundamentals	3
IST 2033 Networking Fundamentals	3
CYS 3103 Information Security Fundamentals	3
CYS 3123 Scripting Fundamentals	3
IST 2313 Program Design and Development	3
MGT 4133 Data Analytics	3
IST 3843 Database Fundamentals	3
IST 3253 Enterprise Systems	3
IST 3333 C#	3
IST 3053 Project Management	3
MGT 3193 Coaching, Mentoring, Motivating Individuals/Teams	3
IST 3363 Quality Assurance & Configuration Mgmt.	3
Core Requirements:	36

Completion Sequence – Information Technology

Semester 1	Semester 2
ENG 1013	3
IST 2003	3
Fine Arts /Humanities	3
ESS 2002	2
Wellness Activity	1
Humanities	3
CST 1103	3
COM 1023	3
Math or Science	3
IST 2033	3

COR 1011	1	COR 1021	1
Total	13	Total	16
Semester 3		Semester 4	
IST 2313	3	CYS 3103	3
GE Math/Science	3	GE Math/Science	3
CST 1433	3	IST 3253	3
COR 2011	1	COR 2021	1
Electives	6	Elective	6
Total	16	Total	16
Semester 5		Semester 6	
CYS 3123	3	IST 3843	3
IST 3053	3	Social Science	3
IST 3333	3	COR 3021	1
COR 3011	1	Elective	9
Elective	6		
Total	16	Total	16
Semester 7		Semester 8	
MGT 3193	3	IST 3363	3
MGT 4133	3	Electives	9
Electives	9		
Total	15	Total	12
Total			120

the 36 months of leading projects before they can apply. Project Management teaches students the ability to apply problem analysis and critical thinking skills and enhances ability to adapt to business situations that necessitate schedule and resources changes.



IST 3253 Enterprise Systems

The course introduces enterprise systems and how organizations use enterprise systems to operate efficiently. Enterprise systems include manufacturing, supply chain, customer relationship management, and other systems.

IST 3333 Visual C#

Software development using object-oriented C# programming. Prerequisite: BUS 2313 or Instructor's Permission. (On Demand)

IST 3363 Quality Assurance & Configuration Management

In this course, students will be introduced to software quality assurance systems used at all stages of development. Individual components in the framework such as planning, reviews, testing, and configuration management will be addressed.

IST 3843 Database Concepts

This course provides the students with a theoretical background, practice in database design, and experiences creating and developing a working database. Prerequisite: CYS 2003 Information Systems Fundamentals.

LEADERSHIP AND INNOVATION

Trained leaders are in demand by business, government, non-profit organizations, and other employers. This major is designed to prepare graduates to help meet that challenge. Today, managers and leaders must cope with constant change, competition, complexity, diversity, and issues workers bring to the workplace. Management is the process of setting goals and planning and completing the execution of those goals using order and consistency. Leadership is the ability to influence others toward the achievement of a vision or set of goals.

The Leadership and Innovation major deals with the realities of the workplace as they relate to strategic planning, to ethics and personal integrity, and to the overall functions of management, including leadership, research, quality assurance, team building, and change management, all within the framework of job performance and organizational commitment.

Students will learn theories and best practices associated with models of leadership and innovation. The Leadership and Innovation major will help students sharpen their current skills while developing new analytic and practical skills that can be applied to everyday problem-solving.

Students will learn to evaluate strategic options, to diagnose problems, and to use models for informed decision-making – the type of decisions that will allow organizations to be flexible and responsive to the changing organizational demands. The Leadership and Innovation major is also a good platform for pursuing future graduate academic studies and professional work.

Career Opportunities

- Human Resource Manager
- Post Secondary Education Administrator
- Industrial Production Manager
- Management Consultant
- Corporate Trainer

Modality

The Bachelor of Science in Leadership and Innovation program is offered in an online format.

Degree Graduation Requirements – Leadership and Innovation

Students must complete the General Education requirements, Core Requirements, and electives for a total of 120 credit hours.

Degree Requirements	Credits
General Education Courses	39
Leadership and Innovation	36
Electives	45
Required for Graduation	120

General Education Courses	Credits
ENG 1013 Introduction to the Writing Process	3
COM 1023 Fundamentals of Speech	3
CST 1103 Biblical Perspectives	3
CST 1433 Developing the Christian Mind	3
Math or Science	3
Fine Arts/Humanities	6
Social or Behavioral Science	3
Degree Requirements (BA or BS/BSN)	6
ESS 2002 Personal Wellness	2
ESS Activity Course	1
COR 1011 Career Pathways I – Freshman Exp.	1
COR 1021 Career Pathways II – Freshman Exp.	1
COR 2011 Career Pathways III – Sophomore Exp.	1
COR 2021 Career Pathways IV – Sophomore Exp.	1
COR 3011 Career Pathways V – Junior Exp.	1
COR 3021 Career Pathways VI – Junior Exp.	1
TOTAL:	39

Leadership and Innovation Core Requirements	Credits
INT 3083 Using Business IT Tools Effectively	3
MGT 3173 Leading in the 21st Century	3
MGT 3103 Business Communications	3
MGT 3013 Managerial Goal Setting & Problem Solving	3

MGT 3193 Coaching, Mentoring, Motivating Teams/Individuals	3
MGT 3153 Business Research Methods	3
MGT 4223 Planning Your Career as a Leader	3
BUS 4013 Data Analytics	3
MGT 4163 Human Resource Management	3
MGT 3113 Understanding Financials	3
MGT 4123 Innovation and Entrepreneurship	3
BUS 3023 Principles of Marketing	3

Core Requirements: **36**

Completion Sequence – Leadership and Innovation

Semester 1	Semester 2
ENG 1013	3 CST 1103
COR 1011	1 COM 1023
ESS 2002	2 INT 3083
Wellness Activity	1 COR 1021
Social Science	3 Elective
Math/Science	3
Total	13 Total
Semester 3	Semester 4
MGT 3173	3 MGT 3193
MGT 3103	3 BS Math/Science
MGT 3013	3 MGT 3153
BS Math/Science	3 Humanities
COR 2011	1 COR 2021
Elective	3 Elective
Total	16 Total
Semester 5	Semester 6
COR 3011	1 MGT 4223
Fine Arts/Humanities	3 COR 3021
CST 1433	3 BUS 4013
Elective	9 MGT 4163
	Elective 6
Total	16 Total
Semester 7	Semester 8
MGT 3113	3 BUS 3023
MGT 4123	3 Elective
Elective	9 12
Total	15 Total
Total	120

MGT | Management Courses

MGT 3013 Managerial Goal Setting and Problem Solving

This course studies the foundational principles of organizational management. Primary emphasis is placed on analysis of theory, principles of sound business practice, organizational structure, and managerial functions.

MGT 3103 Business Communication

Business Communication encompasses all types of communication required to function effectively as a leader in an organization. Communications fundamentals, business English, correspondence, written reports, oral communication, employment communications, and other special communication applications will be emphasized.

MGT 3113 Understanding Financials

Understanding Financials provides an introduction to entrepreneurship and financial terminology and principles with a focus on both managerial and personal financial decisions. The impact of budgeting, risk, the time value of money, business plans, marketing, and financial analysis will be examined from an entrepreneurial, managerial, and personal perspective.

MGT 3153 Business Research Methods

Business Research Methods is designed to introduce the use of quantitative and qualitative research tools in conducting action research in organizations. The course will give students an overview of the action research model, as well as other models, types and functions of research. It will also provide students with the methods and tools used to collect, analyze, interpret, and report quantitative data. Students will learn the basic principles of ethical research data analysis and presentation strategies.

MGT 3173 Leading in the 21st Century

Leading in the 21st Century focuses on theories of leadership as applied to adult learners engaged in a variety of experiential and traditional learning activities. An examination of traditional leadership theories will be covered as well as cutting-edge leadership topics. Leadership applications will develop critical thinking skills about leadership concepts. Skill building exercises will foster leadership skills that can be applied in professional and personal lives.

MGT 3193 Coaching, Mentoring, and Motivating Individuals and Teams

This course focuses on organizational theory and the analysis of structures and environments, resource utilization, power and leadership, cultures, problem diagnosis, and renewal of open system organizations. Students will also examine the roles and functions of managers in leading organizations (planning, organizing, directing, delegating, and evaluating the use of resources) and the roles of organizational development practitioners in helping clients in the organizational renewal process. An examination of the organization and the leader will attempt to provide reason and rationale for why some theories and applications appear to work in one environment but not in another. This course should prepare the student to analyze real-world environments and to select the best alternatives.

MGT 3203 Leadership Theories

This course provides an in-depth examination of various theories and models of leadership. Students will explore the evolution of leadership concepts, from traditional trait theories to contemporary transformational and situational leadership approaches. Through a combination of lectures, discussions, case studies, and practical applications, students will develop a comprehensive understanding of leadership theories and their relevance in various organizational contexts.

MGT 3213 Leadership in a Remote Working Environment

This course provides an in-depth exploration of leadership principles and practices tailored specifically for remote working environments. Students will examine the unique challenges and opportunities associated with leading teams in dispersed settings, develop strategies for effective communication, collaboration, and team-building, and explore the role of technology in facilitating remote leadership. Through case studies, discussions, and practical exercises, students will gain the skills and insights necessary to thrive as leaders in today's increasingly virtual workplace.

MGT 4123 Innovation and Entrepreneurship

Innovation and Entrepreneurship is a study of cultural, ethical, and philosophical issues which are involved in leadership practices. Written assignments will be applicable to the student's particular occupation or field of interest. The course addresses these issues in the context of a required service-learning project. Students will be challenged through these experiential projects to become catalysts for positive change and leadership in their community.

MGT 4133 Quality Assurance/Management

History, philosophy, and theory of total quality management as presented by authors such as W. Edwards Deming, Joseph Juran, Philip Crosby, and others. The focus will be on continuous quality improvement, total quality control, advantages, problem solving, teamwork, customer service, and statistical process control. This course will incorporate approaches found in Six Sigma and ISO-9000 programs.



MGT 4163 Human Resource Management

Human Resource Management will increase the participant's knowledge of the field of human resources (HR) and provide a current reference to HR practices. Several functional areas to be addressed include: HR Management Practices, General Employment Practices; Recruiting, Selection and Staffing; Human Resource Development; Compensation and Benefits; Employee and Labor Relations; Health, Safety and Security. HRM is the function that assists organizations in achieving goals by obtaining, developing, motivating, and retaining the right people. HRM recognizes the fact that each employee is capable of making a valuable contribution and seeks ways in which individual goals may be in sync with organizational goals.

MGT 4223 Planning Your Career as a Leader

This course will help the student recognize the qualities that make one a successful leader including attitudes, interpersonal skills, critical thinking and strong ethics. Students will explore strategies for managing, leading, motivating, and communicating in a diverse, international environment.

MGT 4233 Leadership and Change Management

Organizations are evolving daily. This course focuses on a methodical, rational analysis of change within an organization. It begins with an analysis and diagnosis of the organization, the role of the change agent, defining the problem, preparing the personnel, teams and the organization for change, working with the personnel/teams to achieve the optimal change, and finally it concludes the evaluation of the change. Change management is an

on-going process that is best accomplished by using leadership principles.

School of Criminal Justice

CRIMINAL JUSTICE

This is an exciting course curriculum that analyzes the legal, social, economic, and political contexts that shape our approach to criminal justice. The program blends principal courses in the functions and organization of the criminal justice system with courses focused on specific components of the system in law enforcement, the courts, and corrections to build or refine the mobile and transferable skills our students need to meet the challenges of a criminal justice career anywhere in the country.

Criminal Justice students are taught to think critically, act ethically, and apply theory to practical situations that they currently encounter or will encounter in Criminal Justice careers.

The Criminal Justice Major offers students a broad focus range designed to provide them an excellent academic foundation for entry into the Criminal Justice profession or preparation for law school for those students who are considering a career in the practice of law.

Program Outcomes

Students who successfully complete the Criminal Justice program will be able to:

1. Identify competing criminological theories, substantive criminal law definitions, criminal procedural rules, CRJ system methods and functions of the major and minor components of the system.
2. Communicate and effectively articulate ideas orally and in writing.
3. Demonstrate the skills necessary to handle and perform functions demanded of criminal justice professionals.

Career Opportunities

- Law Enforcement Officer
- Crime Scene Investigator
- Probation/Parole Officer
- Correction Officer
- Fraud Investigator
- Criminal Investigator

Modality

The Bachelor of Science/Arts in Criminal Justice program is offered in both an online format and in the on-campus classroom.

Degree Graduation Requirements – Criminal Justice

Students must complete general education requirements, core requirements, and elective requirements to earn a bachelor's degree in criminal justice.

Degree Requirements	Credits
General Education Courses	39
Criminal Justice Core	39

Electives	42
Required for Graduation	120

General Education Courses	Credits
ENG 1013 Introduction to the Writing Process	3
COM 1023 Fundamentals of Speech	3
CST 1103 Biblical Perspectives	3
CST 1433 Developing the Christian Mind	3
Math or Science	3
Fine Arts/Humanities	6
Social or Behavioral Science	3
Degree Requirements (BA or BS)	6
ESS 2002 Personal Wellness	2
ESS Activity Course	1
COR 1011 Career Pathways I – Freshman Exp.	1
COR 1021 Career Pathways II – Freshman Exp.	1
COR 2011 Career Pathways III – Sophomore Exp.	1
COR 2021 Career Pathways IV – Sophomore Exp.	1
COR 3011 Career Pathways V – Junior Exp.	1
COR 3021 Career Pathways VI – Junior Exp.	1
TOTAL:	39

Criminal Justice Core Requirements	Credits
CRJ 2013 Introduction to Criminal Justice	3
CRJ 2203 Criminology	3
CRJ 3023 Theories in Social Deviance	3
CRJ 3053 Criminal Procedure	3
PSY 3013 Social Research Methods or	3
CRJ 3123 Legal Research and Writing	
CRJ 3113 Corrections	3
CRJ 3133 Minority Issues in Criminal Justice	3
CRJ 3233 Law Enforcement	3
CRJ 4013 Comparative Criminal Justice	3
CRJ 4073 Critical Perspectives in Criminal Justice	3
CRJ 4123 Substantive Criminal Law	3
PLS 1013 American Government	3
PSY 3043 Abnormal Psychology or	3
CRJ 3143 Psychology of Criminal Behavior	
Core Requirements:	39

Paralegal Concentration Requirements	Credits
CRJ 2013 Introduction to Criminal Justice	3
CRJ 4123 Substantive Criminal Law	3
CRJ 3123 Legal Research and Writing	3
BUS 3113 Legal Environment of Business	3
BUS 3123 Business Law	3
BUS 3223 Business Communication	3
Concentration Requirements:	18

Completion Sequence – Criminal Justice

Semester 1	Semester 2
ENG 1013	3
CRJ 2013	3
COR 1011	1
Wellness Activity	1
ESS 2002	2
Elective	3
	COR 1021

Total	13	Total	16
Semester 3		Semester 4	
PLS 1013	3	COM 1023	3
Humanities	3	Fine Arts/Humanities	3
CST 1433	3	Math/Science	3
CRJ 3023	3	Elective	3
COR 2011	1	COR 2021	1
Elective	3	Elective	3
Total	16	Total	16
Semester 5		Semester 6	
Science/Math (BS) or Language (BA)	3	Science/Math (BS) or Language (BA)	3
COR 3011	1	COR 3021	1
CRJ 3233	3	CRJ 3053	3
PSY 3043/3143	3	CRJ 3113	3
Elective	3	Elective	3
Elective	3	Elective	3
Total	16	Total	16
Semester 7		Semester 8	
CRJ 4123	3	CRJ 3133	3
CRJ 4013	3	CRJ 4073	3
PSY 3093 or CRJ 3123	3	Elective	3
Elective	3	Elective	3
Elective	3		
Total	15	Total	12
Total			120

Criminal Justice Minor

Students pursuing the Criminal Justice Minor are required to complete eighteen hours of coursework.

CRJ 2013 Introduction to Criminal Justice
 CRJ 3053 Criminal Procedure
 CRJ 4123 Substantive Criminal Law
 CRJ Elective Courses (including BUS 3113 & 3123) | 9 credit hours

Total **18**

Paralegal Minor

Students pursuing the Paralegal Minor are required to complete eighteen hours of coursework.

CRJ 2013 Introduction to Criminal Justice
 CRJ 4123 Substantive Criminal Law
 CRJ 3123 Legal Research and Writing
 BUS 3113 Legal Environment of Business
 BUS 3126 Business Law
 BUS 3223 Business Communications

Total **18**

CRJ | Criminal Justice Courses

CRJ 2013 Introduction to Criminal Justice

Survey of the historical background of common law and criminal law, including an overview of the justice system and the enforcement of law. (Every Semester)

CRJ 2203 Criminology

A survey of the nature of crime, criminal statistics, and theories of criminal causation and control. An examination of crime as a social problem. (Every Semester)

CRJ 3023 Theories in Social Deviance

A survey of contemporary theories and concepts used to analyze, understand, and explain social deviance and its consequences for individuals and society. A presentation of several contemporary forms of deviant behavior that currently attract the attention of major societal institutions. Prerequisite: CRJ 2203. (Fall)

CRJ 3053 Criminal Procedure

An introduction to legal issues involved in the theory and practice of the criminal justice procedure regarding the accused from arrest to release. Prerequisite: CRJ 2013 or 2203. (Every Spring)

CRJ 3073 Constitutional Law

A survey of the United States Constitution including the origins, amendments, and interpretations of the Constitution; and the constitutional basis of legislative, executive, and judicial powers, as well as issues of civil liberties and the guaranteed rights of equality. Prerequisite: PLS 1013 or Instructor's Permission. (Rotating)

CRJ 3083 Forensic Science

This course introduces students to the application of science to criminal investigations. It surveys concepts that include forensic chemistry, fingerprint analysis, drug identification, hair and fiber evidence, DNA analysis, and arson investigation. Prerequisites: CHM 1024, CRJ 2013, and JR/SR Standing. (Every Spring)

CRJ 3093 Social Research Methods

It is the intent of this course to introduce you to the tools and techniques of inquiry in the social sciences. During the term you will be exposed to the vocabulary, the generally accepted yet varied methods, and the potential sources of error associated with the investigation of social phenomena. We will discuss the constructs of sampling, measurement, research design, and data analysis as well as the very important process of forming a meaningful and rigorous research question. Such constructs as reliability, validity, error, etc. will be defined and made useful in the minds and actions of thoughtful scientists and citizens. Prerequisites: PSY 1013. (Every Semester)

CRJ 3103 Law Enforcement Internship

A practicum within the Department of Campus Safety and/or in conjunction with a local law enforcement agency. The student is required to work a minimum of 10 hours per week for 14 weeks of the semester. Juniors and seniors only, Instructor's permission required. See criteria for Internships. (Fall, Spring)

CRJ 3113 Corrections

A survey of the historical development of the systems of punishment and rehabilitation. Analysis of the reasons for incarceration of offenders. Prerequisite: CRJ 2013 or 2203. (Every Spring)

CRJ 3123 Legal Research and Writing

This course offers an in-depth examination of legal terminology, case research, and forms of legal writing. Prerequisite: CRJ 2013 or 2203. (Every Spring)

CRJ 3133 Minority Issues in Criminal Justice

This course examines how law and the criminal justice process impact minority groups in the United States. This will include theoretical perspectives on race, class, and gender. Students will also examine landmark court cases and policy initiatives and their impact on minorities. Students will also focus on cross-cultural contact with persons from diverse backgrounds. Prerequisite: CRJ 2013 or 2203. (Spring)

CRJ 3143 Psychology of Criminal Behavior

This course will provide the student with psychological and psychosocial explanations of crime. Students will explore specific psychological aspects that contribute to criminal and deviant behavior such as personality disorders, impulse control disorders, developmental disorders, and substance abuse disorders. Prerequisite or Co-requisite: CRJ 2013 or 2203.

CRJ 3183 Forensic Science Internship

A practicum in forensics with a local law enforcement agency. Junior or Senior Forensic Science majors only. Consent of supervising instructor and Academic Vice President required. See criteria for Internships.

CRJ 3203 Legal Internship

This course constitutes a practicum supervised by a local attorney's office, law firm, or court. It requires ten hours minimum per week for fourteen weeks. Juniors and Seniors only. Instructor's permission required. See criteria for Internships. (Fall, Spring)

CRJ 3233 Law Enforcement

Basic course dealing with agencies involved in administration of justice; history and organization of local, state and federal agencies; courts, trial, jail, and prisons; probation and parole. Prerequisite: CRJ 2013 or 2203. (Every Fall)

CRJ 3303 Criminal Investigation

Investigation methodology, relations of the detective with other police divisions, modus operandi, sources of information, surveillance, interrogation, follow-up procedure. Prerequisites: CRJ 2013 or 2203 and 3233. (Every Fall)

CRJ 3323 Mass Murders

This course will examine the topic of mass murder including an examination of characteristics, available data, and typical motives of offenders associated with the commission of this type of multiple homicide.



CRJ 3333 Organized Crime

This course will examine the topic of organized crime, including the history and present-day facets of this intriguing and problematic institution encountered by law enforcement and the CRJ system.

CRJ 3343 Serial Killers

This class provides an in-depth, scholarly examination of serial murderers and their victims. Supported by extensive data and research, we will profile some of the most prominent murderers of our time, addressing the highest profile serial killer types- the sexual predator- as well as a wide variety of other types, including an analysis of the cultural, historical, and religious factors that influence myths and stereotypes of these individuals.

CRJ 3353 Sex Crimes

This course offers a comprehensive examination of sex crimes, sex offenders, victims of sex crimes, as well as intervention and treatment strategies. Examining a wide range of sex crimes ranging from non-violent offenses, such as exhibitionism, voyeurism, and obscene phone calls to serial rapes and lust murders, Sex Crimes looks to uncover the roots and causes of these behaviors to aid in the understanding of sex offenders and their crimes.

CRJ 3501, 3502, 3503 Directed Study in Criminal Justice

A specialized, individualized course of study for qualified students. The course is offered on demand, and the credit hours are determined by the nature of the study. Prerequisite: JR/SR Standing, Instructor's and Academic Vice President's permission. (Fall and Spring)

CRJ 3603 Juvenile Justice

A survey of the process - the police, the courts, and corrections - through which the juvenile offender must pass. Prerequisite: CRJ 2013 or CRJ 2203. (Rotating)

CRJ 3703 Law of Evidence

Leading rules and principles of exclusion and selection, burden of proof, nature and effect of presumptions, proof of authenticity and contents of writings, examinations, competency and privilege of witnesses. Prerequisites: CRJ 2013 or 2203 and 4123, 3053. (Rotating)

CRJ 4003 Terrorism

A survey of the modern problem of terrorism with an emphasis on the political and religious nature of terrorist acts. Examines the history of terrorism, domestically within the U.S. and internationally, the role of religion, the structures and operations of terrorist organizations, as well as counterterrorism policies and policy making. (Rotating)

CRJ 4013 Comparative Criminal Justice

This course examines how various countries around the globe organize their criminal justice systems and satisfy police, court, and correction functions. It will provide students with an international perspective for understanding and appreciating the similarities and differences between legal traditions, criminal law and procedures, crime rates, and means of punishment. Prerequisite: CRJ 2013 or 2203. (Rotating)

CRJ 4027 Professional Practicum in Law Enforcement

This semester-long course is taught on-site at the Southwest Law Enforcement Academy, Bristol, Virginia, offering students an opportunity to gain practical training and acquire professional certification in law enforcement. Requires a GPA of 2.0 or above, junior status, and permission of the Department Chair; must be arranged at least one semester in advance. Upon satisfactory completion, awards 27 semester hours of elective credit in criminal justice.

CRJ 4073 Critical Perspectives in Criminal Justice

It will emphasize and measure the acquisition of knowledge of the American criminal justice system, as well as a variety of applied skills including oral communication, effective writing, and decision-making skills. Prerequisite: SR Standing, Instructor's Permission. Prerequisite: CRJ 2013 or 2203. (Every Spring)

CRJ 4123 Substantive Criminal Law

The philosophy of legal sanctions and the development of the common law to modern American criminal law including categories, classes, and definitions of crimes. Prerequisite: CRJ 2013 or 2203.

CRJ 4201, 4202, 4203 Academic Internship

Students selected for this Internship will assist course instructors through tutoring, showing videos, conducting study sessions, researching course materials, proctoring tests, grading objective sections of survey exams, and teaching at least one class in a survey course during the semester. The selected students participating in this Internship will acquire some practical experience in higher education.

CRJ 4501, 4502, 4503 Special Topics in Criminal Justice

Special topics of interest in the field of criminal justice. Examples of recent offerings include courses in international terrorism drug investigations and stress management. Prerequisite: JR/SR Standing.

School of Education and Social Sciences

EDUCATION (BA/BS)

Teacher Education Program

Bluefield University's Teacher Education Program is accredited by the Council for the Accreditation of Educator Preparation (CAEP) for a period of seven years, from 10/22/2023 - 12/31/2030. This accreditation includes graduate programs in Educational Leadership and School Counseling in addition to the undergraduate teacher licensure programs. CAEP promotes excellence in educator preparation through content and pedagogy, clinical partnerships and practice, candidate recruitment, progression and support, program impact, and quality assurance and continuous improvement. Bluefield University meets rigorous national standards for educator preparation set by the Council for the Accreditation of Educator Preparation.

The Teacher Education Program at Bluefield University has graduated highly qualified teachers for more than 40 years. These graduates serve in distinctive careers as teachers and administrators in public and private schools throughout Virginia and the United States. Schools and communities have richly benefited from their service and leadership.

The Teacher Education Program reflects the liberal arts nature of the University as demonstrated by a program of general education courses, carefully chosen content knowledge courses, and professional studies courses that the teacher licensure candidates must follow. Courses have been selected and designed to provide opportunities for the achievement, application, and refinement of knowledge, skills, and attitudes necessary for entrance into and effective performance in the teaching profession. In conjunction with extensive fieldwork in the local public schools, their courses of study enable the teacher licensure candidates to design learning experiences responsive to the individual academic, cultural, socio-economic, and physical differences of learners. Teacher licensure candidates are encouraged to apply theories presented in the university classroom to their practical experiences in the schools and to engage in continuous reflection in their approach to teaching.

Program Objectives

The overall aim of the Teacher Education Program is to prepare competent, caring, and qualified teachers who are reflective practitioners. The goals of the Teacher Education Program are to develop teachers with:

- **Reflective Practice** - Seeking to continually improve as a teacher and as a reflective learner.
- **Subject Matter Knowledge** - A deep understanding of one or more content area specialties.
- **Pedagogical Knowledge** - A deep understanding of the teaching/learning processes related to effectively teaching content to a variety of learners.
- **Professional Dispositions** - Applying pedagogical knowledge and skills in a caring and professional manner to help all students reach their optimal educational goals.
- **Diversity** - Using 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. The Teacher Education Program recognizes the need for diverse teachers and seeks to recruit diverse candidates for all teacher licensure programs.

- **Technology** - Using the wide array of technological tools for teaching, communicating, and lifelong learning.
- **Leadership Skills** - Identifying areas of need, seeking solutions, and actively participating in strategies and programs that positively impact student achievements and behavior.
- **Licensure** - Completing the requirements to obtain a Collegiate Professional License for Virginia in one or more endorsement areas.
- **Research** - Identifying, locating, analyzing, applying, and presenting research literature as well as original research studies that ultimately improves student learning.

Policies of the School of Education

The cooperative involvement of the total University faculty and public school practitioners is built into the planning, administering, and evaluating of the Teacher Education Program. Teacher licensure candidates are evaluated continuously in order to maintain eligibility for the program and to assure that teacher licensure candidates who complete the program meet the highest standards. Teacher licensure candidates seeking teacher licensure in Virginia major in a liberal arts or science area and receive either the Bachelor of Arts or the Bachelor of Science degree.

The teacher education programs have been aligned with the Virginia Standards of Learning (SOLs) and the Interstate Teacher Assessment and Support Consortium (InTASC). All licensure programs have been reviewed and approved by the Virginia State Board of Education and the Bluefield University liberal arts and education faculty. Bluefield University offers programs leading to initial teacher licensure in the following endorsement areas at the undergraduate level:

Career and Technical Education: Business Information Technology 6-12
English 6-12
Science-Biology 6-12
Elementary Education PreK-6
Music Education – Instrumental PreK-12
Music Education – Vocal/Choral PreK-12
Special Education: General Curriculum, K-12

Add-on Endorsements

Journalism (Add-on)
Speech Communication (Add-on)

Minor in Education

An 18-credit minor in education consists of designated professional education courses, admission to the Teacher Education Program, field experiences, and prescribed tests. A minor in education, by itself, does not lead to a teaching license. Teacher licensure candidates must complete the entire list of program requirements, which includes student teaching, and content area assessments, successfully before they are eligible for a teaching license.

Admission to the Teacher Education Program

The academic program resulting in a candidate's recommendation for initial teacher licensure is a rigorous and specialized program which will require coursework in excess of the University

requirements for general education and for the major (endorsement area). Admission to Bluefield University does not automatically assure a teacher licensure candidate of acceptance into the various components of the Teacher Education Program. All teacher licensure candidates who wish to be considered must complete the prescribed applications and meet all admission requirements for the program. However, the Virginia Board of Education requirements are subject to change and information will be updated as it becomes available.

All teacher licensure candidates seeking admission to the Teacher Education Program must complete an application for admission to the program and meet with members of the Teacher Education faculty for an interview. This is normally done no later than the spring semester of the sophomore year. Transfer teacher licensure candidates should complete the application before or at the beginning of the first semester at Bluefield University. The teacher licensure candidate must meet the following requirements for admission to the Teacher Education Program:

- Complete an application, including essay questions with a minimum score as noted in the rubric provided on the application.
- Request three recommendation forms to be completed by University faculty (One recommendation may come from an individual who is in a supervisory role over the student, and one may come from a faculty member in the Education Department).
- Have and maintain an overall grade point average of 3.0 or better.
- Have and maintain at least a 2.75 average in the major (endorsement) area and demonstrate proficiency in the area.
- Have and maintain at least a 2.75 grade point average in all professional education courses. No grade below C (2.00) will be accepted toward licensure in any professional education course including student teaching.
- Demonstrate proficiency in written and oral communication, reading, and mathematics by successfully completing ENG 1013, ENG 1023, and MAT 1213 or higher (MAT 1233 does not meet this requirement) with no less than a grade of C (2.00) or achieving minimum scores on tests designated by the School of Education and/or the Virginia State Board of Education.
- Successfully complete EDU 2003, with no less than a grade of C (2.00).
- Complete background check requirements as mandated by the candidates' cooperating school district for participation in field observations and student teaching.
- Complete a teacher education interview with a minimum score of 3 or above (out of 5) according to the rubric provided on the instruction sheet.
- Demonstrate moral, social, and professional dispositions deemed acceptable to the teaching profession.
- Possess those health and physical qualities that are deemed necessary for teaching.

Teacher licensure candidates should be aware that individuals who have been convicted of a felony or who have had a teaching license revoked or suspended may not be eligible for a Virginia teaching license. Such individuals should petition the State Board of Education to determine eligibility before pursuing a teacher licensure program. For additional information, please contact the Virginia Department of Education.

Applications are accepted throughout the year, and interviews will be scheduled on an as needed basis. The teacher licensure candidate must be formally admitted to the Teacher Education Program prior to enrolling in the following courses:

- EDU 3043 Curriculum, Assessment, and Instruction in Secondary Schools (PreK-12, 6-12)
- EDU 3253 Teaching Reading in the Content Area (PreK-12, 6-12)
- EDU 3053 Reading and Language Arts (PreK-6, Special Education)
- EDU 4053 Diagnostic and Remedial Reading (PreK-6, Special Education)
- EDU 3163 Methods in Teaching PreK-6 Mathematics (PreK-6)
- EDU 3193 Teaching Science & Social Studies PreK-6 (PreK-6)
- EDU 4103 Dynamic Learning Environments
- EDU 4433 Assessment and Evaluation in Special Education (Special Education)
- EDU 4443 Teaching Students with Disabilities for Success in the General Classroom (Special Education)
- EDU 4453 Collaboration and Transition for Students with Disabilities throughout the Educational Experience (Special Education)

The teacher licensure candidate must be formally approved for Student Teaching prior to enrolling in the following courses:

- EDU 4608 Student Teaching

Non-Licensure Track

All students who major in an undergraduate teacher education program at Bluefield University will be admitted on a non-licensure track until they have met the requirements to be officially admitted to the Teacher Education Program (TEP), which happens by the end of the sophomore year. Once a student has been admitted to the TEP, the EPP will provide information regarding requirements for his or her state's educational requirements for licensure. At admission to the TEP, all students will sign an attestation document stating if they plan to teach in Virginia, or another state.

Requirements for admission to TEP:

- pass MAT 1213 or a higher math with a grade of C or higher or pass the Math Praxis Core assessment;
- pass ENG 1013 and ENG 1023 with a C or higher or pass the VCLA assessment;
- pass EDU 2003 with a grade of C or higher;
- complete a background check with a local school district;
- pass the VCLA assessment;
- complete the TEP application including providing three references;
- have an overall GPA of 3.0, major (endorsement area) GPA of 2.75, and professional (EDU) GPA of 2.75;
- score a 3.0 overall on two essays as part of the TEP application; and
- successfully complete an admission interview with two education faculty members.

Students who are successfully admitted to the TEP will be moved to the licensure track of their degree with a change of major form

submitted to the Registrar's office.

Students who are not able to meet the requirements for admission to the Teacher Education Program will stay on the non-licensure track and still graduate with their degree in education. These students will meet all degree requirements other than EDU 4608 Student Teaching. In place of EDU 4608, students will take elective courses of their choosing to meet the 120 credit hour requirement for a Bachelor's degree.

List of Non-Licensure Teacher Education Degrees (with additional number of required electives due to removal of 12 credit hours with EDU 4608 Student Teaching):

Non-licensure Elementary Education – 12 credit hours of electives

Non-licensure Special Education – 4 credit hours of electives

Non-licensure English Education – 12 credit hours of electives

Non-licensure Music Education – Instrumental – 6 credit hours of electives

Non-licensure Music Education – Vocal/Choral – 12 credit hours of electives

Non-licensure Biology Education – No additional electives

Non-licensure Business Education – 10 credit hours of electives

Upon Admission to TEP, Teacher Education Degrees (with total number of required credit hours):

Elementary Education (PreK-6) – 122 total credit hours

Special Education (K-12) – 128 total credit hours

English Education (6-12) – 120 total credit hours

Music Education – Instrumental (PreK-12) – 126 total credit hours

Music Education – Vocal/Choral (PreK-12) – 120 total credit hours

Biology Education (6-12) – 132 total credit hours

Business Education (6-12) – 122 total credit hours

Important Test Score Information

It is the teacher licensure candidate's responsibility to submit minimum test scores for all required assessments to the Teacher Education Program. Testing companies do not send official score reports to the University.

Immediately upon receiving official test scores, teacher licensure candidates should save the document to their personal computer or jump drive, submit a copy of the scores to the Teacher Education Program, and make a copy for themselves. Copies of test scores are required in certain education courses and in student teaching. Most school systems also require copies of test scores when submitting applications for teaching positions.

It is critical for students to keep copies of all official score reports. Teacher licensure candidates only have access to their test scores via a testing company website for a limited number of days. After the scores are removed from the website teacher licensure candidates must pay to retrieve them again. Testing companies

permanently delete teacher licensure candidate scores from their archives after a set number of years, and they cannot be retrieved.

Official test scores submitted to the Teacher Education Program cannot be released to anyone other than the Virginia Department of Education when the teacher licensure candidate's application for licensure is submitted. The teacher licensure candidate must sign a release to include the Bluefield University transcript and copies of score reports with the licensure application packet.

Admission to Pre-Student Teaching Field Experiences

Beginning early in the teacher licensure candidate's program, field placements in public schools are a major component of the Teacher Education Program. Field experience hours are included in most education courses. Students must complete required field experience hours to successfully pass these courses.

Background Check Requirements

The Bluefield University Teacher Education Program partners with public school systems to provide the required field experience hours for a teaching license, therefore, we must comply with the school district's rules for background investigation. The following requirements are Tazewell County's current policy however candidates should follow their cooperating school district's policies.

More information is available in the School of Education and Social Sciences:

- Fingerprint background check
- Drug Test
- Tuberculosis Test
- VA Child Abuse and Neglect Social Services Background Check

All teacher licensure candidates must submit an approved background check from the candidate's cooperating school district prior to enrolling in any course requiring field experience. If a negative result is revealed, then the teacher licensure candidate will be counseled about future career decisions.

Field Experience Authorization

The Virginia Department of Education requires placements be made at various locations for the student to have opportunities with the most diverse experiences. To provide adequate supervision by University personnel, placements will be made in nearby school divisions. Students are responsible for their own transportation. Membership in the Student Virginia Education Association (SVEA) is required for students involved in all field experiences. (Membership in SVEA runs from September 1 through August 31 and must be renewed annually.)

After the placement has been established by the Teacher Education Program the student must contact the school and make the initial visit immediately. If no contact has been made with the school within two weeks of the receipt of the placement letter, the student's placement will be cancelled, no further placement will be established, and the student will be administratively withdrawn from the course.

Teacher licensure candidates who participate in field experiences in local schools represent Bluefield University and are required to demonstrate professional habits and skills which include the following:

- Prompt and professional contacts with school and teacher

- Appropriate dress/attire
- Positive attitude
- Willing acceptance of responsibilities
- Proper respect to mentor, staff, and students
- Abiding by all rules and procedures as set forth by the school district

Through this experience, the teacher licensure candidates will have an opportunity to build relationships with future colleagues who can mentor them throughout student teaching and beyond. Negative evaluations and/or feedback from a partner school can adversely affect teacher licensure candidates' admission to the Teacher Education Program as well as future employment opportunities. Furthermore, partner schools have the right to refuse or to terminate field experiences at any time.

Dress Code for Field Experiences

Teacher licensure candidates' dress and grooming are expected to be professional and consistent with or above the school's standards. Blue jeans, sweatshirts, fitness attire, or other immodest or unsuitable attire are not acceptable. Furthermore, failure to meet school dress policies or to conform to the school's standard of conduct could result in the school refusing to accept the teacher licensure candidate's placement. If the school refuses to accept or terminates a teacher licensure candidate's placement, the student must drop the course.

Admission to Student Teaching

Admission to the Teacher Education Program does not mean that a teacher licensure candidate will automatically be accepted for student teaching. All teacher licensure candidates who plan to do student teaching must complete a Student Teaching Application during or prior to EDU 4103. The application will be reviewed, and the teacher licensure candidate will be notified in writing of the decision. The student teaching program lasts the full semester and involves full-time commitment on the part of the student teacher. The teacher licensure candidate is expected to meet the following requirements in order to be accepted for student teaching:

- Admission to the Teacher Education Program.
- An overall grade point average of 3.0 or better.
- Completion of major (endorsement) area courses with a grade point average of 2.75 or better.
- Completion of all professional education courses with a grade point average of at least 2.75. No grade below C (2.00) will be accepted toward licensure in any professional education course including student teaching.
- Completion of a minimum of 108 semester hours before beginning student teaching.
- The teacher licensure candidate must pass Praxis II, and Praxis Teaching Reading: Elementary* (PreK-6 and Special Education* only) prior to beginning student teaching.
- The teacher licensure candidate must provide current documentation of completion of certification or training in: Emergency first aid, Cardiopulmonary resuscitation (including hands-on practice) (CPR), and the use of automated external defibrillators (AED) before the beginning of the student teaching semester. (Completed during EDU 4103: Dynamic Learning Environments)
- The teacher licensure candidate must provide documentation of completion of certification in *Child Abuse and Neglect: Reporting for Educators*. (Completed in EDU 4103: Dynamic Learning Environments)

- The teacher licensure candidate must provide documentation of completion of certification in *Behavior Intervention and Support Training*. (Completed in EDU 4103: Dynamic Learning Environments)
- The teacher licensure candidate must provide documentation of completion of certification in *Cultural Competency Training*. (Completed in EDU 4103: Dynamic Learning Environments)
- The teacher licensure candidate must provide documentation of completion of certification in *Dyslexia Awareness Training*. (Completed in EDU 3133 Introduction to the Exceptional Child)

Students who fail to meet all of the above requirements will not be placed for student teaching and cannot be recommended for licensure.

Student teaching must be completed while enrolled at Bluefield University and under the supervision of a Bluefield University faculty member. The student teaching program lasts a full semester and involves full-time commitment on the part of the student teacher. The student teacher must not plan to be involved in other major activities (including playing sports) during the semester, which will conflict with student teaching. Student teaching begins with the preliminary sessions in the school division where the student teacher is placed. Fall semester student teachers will be present for the opening days when the students first arrive at school. Students who are seeking an endorsement in PreK-6 will be placed in primary and intermediate grades. Students seeking an endorsement in grades 6-12 will be placed in a high school and in a middle school. Students seeking PreK-12 endorsements or the Special Education: General Curriculum K-12 endorsements will have placements at elementary, middle, and/or high school. Because of the need for adequate supervision by University personnel, student teaching placements are made locally. Bluefield University maintains field placement agreements with a variety of local school districts. Students should be aware that they are responsible for their own transportation.

Appeals Procedure

If a teacher licensure candidate wishes to appeal any decision made by the Teacher Education Program pertaining to admission to the program or student teaching, the petition should be in the form of a letter to the Provost with a copy to the Dean of the School of Education and Social Sciences stating the desire for a hearing and should contain any additional information that could be utilized in reviewing the decision.

Schedule of Program Requirements

Gate One

- Complete ENG 1013, ENG 1023, MAT 1213 or higher (MAT 1233 does not meet this requirement), and EDU 2003 with a minimum grade of C (2.00).
- Background checks/drug screening, etc. must be completed prior to EDU 3133 or any other courses requiring field experience hours. (Approximately \$100 to \$120.) Required to complete field experience hours in an approved cooperating school district and for admission to the Teacher Education Program.
- Be familiar with the *Teacher Education Handbook* from the Website

School of Education and Social Sciences

- If taking any class with Field Experiences, must join the Student Virginia Education Association (SVEA) (\$33 per year; Sept. to Aug.)

Gate Two

- Application for Teacher Education Program due during EDU 2212: Introduction to Instructional Media and Technology. (Includes application, three recommendations, and interview with teacher education faculty.)
- Required GPAs for TEP: Overall GPA: 3.00, Major (Endorsement Area) GPA: 2.75, Professional Education GPA: 2.75
- If taking any class with Field Experiences, must join the Student Virginia Education Association (SVEA) (\$33 per year; Sept. to Aug.)

Gate Three

- During EDU 4103: Dynamic Learning Environments:
 - Application for student teaching.
 - Complete Child Abuse Certification
 - Complete Behavior Intervention & Support Training
 - Complete CPR (Hands-on)/First Aid/AED approximately \$70.
 - Complete Cultural Competency Training
- During EDU 3133: Intro to the Exceptional Child
 - Complete Dyslexia Awareness Training
- PRAXIS II taken & passed in area of licensure (Cost varies \$120 and up according to endorsement area-www.ets.org/praxis)
- Praxis Teaching Reading: Elementary (5205 computer) taken & passed. (\$130) www.ets.org/praxis Required for PreK-6 & Special Ed. Endorsements ONLY.
- If taking any class with Field Experiences, must join the Student Virginia Education Association (SVEA) (\$33 per year; Sept. to Aug.)

Gate Four

- Student Teaching Semester
- Student Teaching Portfolio
- Student Teaching Portfolio Presentation
- Virginia Professional License Application

Teacher Licensure Requirements

Teacher licensure candidates who complete the approved teacher education program, including the list below, are eligible for a Virginia teaching license with an endorsement in a specific area of study.

Required Assessments

- PRAXIS II,
- Praxis Teaching Reading: Elementary (for PreK-6 and special education licensure only) and
- Other state mandated tests,

Certifications or Training

- Child Abuse and Neglect Reporting for Educators,
- Emergency first aid, Cardiopulmonary resuscitation (including hands-on practice) (CPR), and the use of automated external defibrillators (AED),
- Behavior Intervention and Support Training,
- Cultural Competency Training, and
- Dyslexia Awareness Training.

All teacher licensure programs at Bluefield University have been approved by the Virginia State Board of Education and accredited by the Council for the Accreditation of Educator Preparation (CAEP). The fee for an initial Virginia teaching license is \$100 for Virginia residents and \$150 for out-of-state residents. The Teacher Education Program works with all teacher licensure candidates completing the approved program to facilitate obtaining a teaching license in Virginia. It is the teacher licensure candidate's responsibility to submit all minimum scores and certifications to the Teacher Education Program. Currently, the Virginia Department of Education requires applications and fees for initial teaching licenses be submitted via the Virginia Licensure Online (VALO) portal on the VDOE website. No teacher licensure candidates will be recommended for licensure until student teaching is completed.

Teacher licensure candidates, who leave the approved program to accept a teaching position prior to completing all approved program requirements, which includes student teaching and the required licensure examinations, will not be recommended for licensure. These individuals will need to apply for a teaching license through their employing school division and will be subject to transcript evaluation by the state department of education. This may result in additional course work being required for licensure.

Individuals who hold a baccalaureate degree from a CHEA recognized accredited institution with a major corresponding to an endorsement area in the Bluefield University approved teacher education program, and who wish to obtain a Virginia teaching license, may apply for admission to the program for teacher licensure. The teacher licensure candidate must meet the same entrance and exit requirements as those required of a degree-seeking teacher licensure candidate in the approved program. Course work in the content area will be evaluated against Bluefield University's state-approved program. Deficiencies in content requirements must be satisfied through additional course work. In order to be recommended for licensure, a teacher licensure candidate MUST complete at least nine hours in education at Bluefield University, which must include: EDU 4103. A full semester of student teaching must be completed at Bluefield University (this is in addition to the minimum nine hours listed above). The teacher licensure candidate must meet all program requirements including the required GPAs. Testing requirements are the same as those in the traditional program.

Transfer Credit for Teacher Education

Transfer credit that is accepted by Bluefield University as elective credit may not be applicable to a teacher licensure candidate's approved program for teacher licensure. As per University policy, "D's" will not be accepted for transfer credit. All transfer credit for Teacher Education Program major/minor requirements must be a C (2.00) or above. For purposes of the approved program, credit earned by examination or non-standard means will not be accepted for the teaching of reading, children's literature, child and adolescent development, methods courses, or any other professional education courses requiring observation and participation with students.

Teacher licensure candidates who take courses elsewhere must have prior approval of the Registrar for the courses to be taken, or they may not be accepted for transfer. The teacher licensure candidate should secure the approval of the Director of Teacher Education for the courses to be counted as a part of the approved program.

In order to earn a bachelor's degree and be recommended for licensure, undergraduate students must complete a minimum of 36

credit hours of coursework at Bluefield University, including successful completion of at least 21 hours in the content/major area and 21 hours in education courses. Education course work must include EDU 4103 Dynamic Learning Environments and EDU 4608 Student Teaching.

Non-degree seeking students wishing to add teacher licensure MUST complete at least 21 hours in education at Bluefield University which must include:

- EDU 4103
- A full semester of student teaching must be completed at Bluefield University.

It is highly recommended that EDU 3043, and 3253 (secondary and PreK-12); EDU 3053, 3163, 3193, and 4053 (elementary), EDU 4433, 4443, and 4453 (Special Education) be taken at Bluefield University. However, teacher licensure candidates can request to transfer in up to six hours from the above list. In order to do so, the teacher

Teacher licensure candidates may only take the remaining classes if they have been ADMITTED to the Teacher Education Program

Third Year	Fourth Year
EDU 3053 (Fall)	3
EDU 3163 (Fall)	3
**EDU 4433 (Fall)	3
EDU 4053 (Spring)	3
*EDU 3193 (Spring)	3
**EDU 4453 (Spring)	3

licensure candidate must submit an official transcript, complete course description, and course syllabi to the Director of Teacher Education. Only courses completed with a minimum grade of a B (3.00) will be considered for these upper-level education courses.

Transfer teacher licensure candidates should complete the Virginia Communication and Literacy Assessment prior to or shortly after transferring to Bluefield University.

Evaluation of the Teacher Education Program

Evaluation of the Teacher Education Program is a continuous effort and includes all aspects of the program. Each semester teacher licensure candidates are asked to evaluate each course taken in the professional education program including the field placements.

In an effort to continue to improve, the Teacher Education Program at Bluefield University conducts follow-up studies of its program completers each spring. Evaluations are completed by program completers after one year and again after three years. Survey forms are also sent to principals of schools where graduates are employed. The results of these surveys are used in the planning process of the Teacher Education Program as well as providing data for national accreditation and state program approval. In addition, the Teacher Education Program submits Institutional Effectiveness Annual Reports, which supports continuous improvement.

Alumni Success

Bluefield University Teacher Education Program graduates currently hold positions as teachers, building administrators, and central office personnel throughout Virginia, the surrounding states and as far away as China. Bluefield University teacher education graduates have been recognized as outstanding educators and have received various awards including Teacher of the Year Awards, Aland Oil

Teaching Awards, Presidential Awards for Excellence in Science and Mathematics, and Christa McAuliffe Fellowship Grant Awards. Bluefield University graduates have served in Leadership positions including Executive Secretary of the National Education Association, member of the Virginia State Board of Education, and as superintendents of school districts. Bluefield University School of Education graduates have also served on the University's Board of Trustees.

Teacher Education Program Records Policy

Records of teacher licensure candidates who have not completed an approved teacher education program are retained for five years and are then destroyed. Complete records of teacher licensure candidates who have completed an approved teacher education program are retained for ten years. After that time, only a copy of the *College Verification Form* is retained. No copies of the mandated test scores will be released by Bluefield University. The teacher licensure candidate is advised to make copies of these score reports in order to include them with applications for teaching positions. Teacher licensure candidates are also advised to keep copies of recommendation forms and other materials since these cannot be released.

Teacher Licensure Advising Recommendation Traditional Program

Elementary Education PreK-6* and/or Special Education: General Curriculum K-12** (Traditional and Online Programs)

First Year	Second Year
PSY 1013 (Fall)	3
EDU 2003 (Fall)	3
	EDU 2212 (Spring)
	EDU 3133 (Spring)
	3

Education majors seeking teacher licensure in 6-12 or PreK-12 areas:

First Year	Second Year
PSY 1013 (Fall)	3
	EDU 2003 (Fall)
	EDU 2212 (Spring)
	EDU 3133 (Spring)
	3

Teacher licensure candidates may only take the remaining classes if they have been ADMITTED to the Teacher Education Program

Third Year	Fourth Year
EDU 3043 (Spring)	3
EDU 2013 (Fall)	3
	EDU 4103 (Fall)
	EDU 4608 (Spring)
	12

Modality

The bachelor's degrees in education are all offered in the on-campus classroom. Elementary Education PreK-6 and Special Education: General Curriculum K-12 are also offered as online programs.

Degree Graduation Requirements

Students in the Education degree program must complete General Education Requirements, Endorsement Area Requirements, Professional Education Requirements, and Field Experiences. Non-Licensure students are not required to take EDU 4608 and will complete their degree with 120 credit hours.

School of Education and Social Sciences

Bachelor of Science in Biology Education

Degree Requirements	Credits
General Education Courses (including the Required Courses for GE Options)	48
Biology Education Core	52
Professional Education Requirements	20
Student Teaching or Elective Requirements (Not required for non-Licensure)	0-12
One Required Test	
Required for Graduation	120-132

General Education Courses	Credits
ENG 1013 Introduction to the Writing Process	3
COM 1023 Fundamentals of Speech	3
CST 1103 Biblical Perspectives	3
CST 1433 Developing the Christian Mind	3
Math or Science	3
Fine Arts/Humanities	6
Social or Behavioral Science	3
Degree Requirements (BS)	6
ESS 2002 Personal Wellness	2
ESS Activity Course	1
COR 1011 Career Pathways I – Freshman Exp.	1
COR 1021 Career Pathways II – Freshman Exp.	1
COR 2011 Career Pathways III – Sophomore Exp.	1
COR 2021 Career Pathways IV – Sophomore Exp.	1
COR 3011 Career Pathways V – Junior Exp.	1
COR 3021 Career Pathways VI – Junior Exp.	1
TOTAL:	39

Required Courses for GE Options

(The courses listed below should be used to fulfill the categories indicated above and are required even if a transferred associate degree would waive the general education courses.)

Humanities Option

ENG 1023 Argumentative and Analytical Writing

Math or Science

CHM1013/1011 General Chemistry I

BS Degree Requirement Science:

CHM 1023/1021 General Chemistry II

BS Degree Requirement for Math

MAT 1514 Pre-Calculus

Social Science

PSY 1013 Intro to Psychology

Additional Specific General Education Requirements

MAT 1213 College Algebra

MAT 2023 Intro to Statistics

Biology Education Core Requirements

Biology Education Core Requirements	Credits
BIO 1143/1141 Fundamentals of Biology and Lab	4
BIO 2013/2011 Anatomy & Physiology I and Lab OR BIO 2023/2021 Anatomy & Physiology II and Lab	4
BIO 2054 Zoology	4
BIO 2064 Botany	4
BIO 3034 Microbiology	4
BIO 3044 Ecology	4
BIO 3111 Science Colloquium	1
BIO 4014 Genetics	4
BIO 4024 Molecular Cell Biology	4
BIO 4603 Teaching Secondary Science	3
CHM 2014 Organic Chemistry I	4

CHM 2024 Organic Chemistry II	4
PHY 2014 General Physics	4
PHS 1033/1031 Intro Physical Sciences and Lab	4
Core Requirements:	52

Professional Education Requirements	Credits
EDU 2003 Human Growth/ Develop. for Educators	3
EDU 2013 Foundations of Education	3
EDU 2212 Intro to Instructional Media & Technology	2
EDU 3043 Curriculum, Assessment & Instruction in Secondary Schools	3
EDU 3133 Intro to the Exceptional Child	3
EDU 3253 Teaching Reading in the Content Area	3
EDU 4103 Dynamic Learning Environments	3
Requirements:	20

Student Teaching or Elective Requirements	Credits
EDU 4608 Student Teaching (12 Credits) <i>not required for non-licensure students</i>	12
Requirements:	0-12

Completion Sequence – Biology Education

Semester 1		Semester 2	
ENG 1013	3	ENG 1023	3
MAT1213	3	CST 1433	3
COR 1011	1	CHM1023	3
BIO 1143/1141	4	CHM1021	1
CHM1013	3	MAT 1514	4
CHM1011	1	ESS 2002	2
PSY 1013	3	Wellness Activity	1
		COR 1021	1
Total	18	Total	18

Semester 3		Semester 4	
COR 2011	1	EDU 2212	2
CHM 2014	4	COR 2021	1
BIO 3034	4	CHM 2024	4
PHS 1033/1031	4	EDU 3133	3
EDU 2003	3	COM 1023	3
		CST 1103	3
Total	16	Total	16

Semester 5		Semester 6	
PHY 2014	4	COR 3021	1
BIO 2013/2011 or 2023/2021	4	BIO 2064	4
BIO 2054	4	EDU 3043	3
COR 3011	1	Fine Arts/Humanities	3
EDU 2013	3	BIO 3111	1
		MAT 2023	3
		BIO 4603	3
Total	16	Total	18

Semester 7		Semester 8	
EDU3253	3	EDU 4608 (not required for non-licensure students)	0-12
BIO 3044	4		
BIO4014	4		

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BIO 4024	4
EDU 4103	3
Total	18
Total	120 or 132

BUS 2603 Personal Finance	3
BUS 3013 Principles of Management	3
BUS 3023 Principles of Marketing	3
BUS 3123 Business Law	3
BUS 3223 Business Communication	3
BUS 3513 Business Finance	3
BUS 3903 Business Ethics	3
BUS 4033 Human Resource Management	3
BUS 4553 Business Internship	3
BUS 4933 Management Information Systems	3
Core Requirements:	51

Bachelor of Science in Business Education

Degree Requirements	Credits
General Education Courses	39
(including the Required Courses for GE Options)	
Business Education Core	51
Professional Education Requirements	20
Student Teaching or Elective Requirements (non-licensure 10 cr)	10-12
One Required Test & One Certification	
Required for Graduation	120-122

Professional Education Requirements	Credits
EDU 2003 Human Growth/ Develop. for Educators	3
EDU 2013 Foundations of Education	3
EDU 2212 Intro to Instructional Media & Technology	2
EDU 3043 Curriculum, Assessment & Instruction in Secondary Schools	3
EDU 3133 Intro to the Exceptional Child	3
EDU 3253 Teaching Reading in the Content Area	3
EDU 4103 Dynamic Learning Environments	3
Requirements:	20

Student Teaching or Elective Requirements	Credits
EDU 4608 Student Teaching (12 Credits) or Electives (10 credits for non-licensure)	10-12
Requirements:	10-12

Completion Sequence – BS Business Education

Semester 1	Semester 2
ENG 1013	3
COR 1011	1
ESS 2002	2
Wellness Activity	1
BUS 1063	3
PSY 1013	3
MAT 1213	3
Total	16
Total	16

Semester 3	Semester 4
MAT 2023	3
BUS 2533	3
COR 2011	1
EDU 2003	3
BUS 2513	3
EDU 2013	3
Total	16
Total	15

Semester 5	Semester 6
BUS 3023	3
COR 3011	1
BUS 3223	3
CST 1433	3
EDU 3253	3
BUS 2603	3
Total	16
Total	16

Semester 7	Semester 8
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EDU 4103	3	EDU 4608 or Electives (non-licensure credits)	10-12
BUS 3903	3		
BUS 4033	3		
BUS 4933	3		
BUS 4553	3		
Total	15	Total	10-12
Total			120-122

Bachelor of Science in Elementary Education

Degree Requirements	Credits
General Education Courses (including the Required Courses for GE Options)	47
Elementary Education Core	37
Professional Education Requirements	26
Student Teaching or Elective Requirements (non-licensure 10 cr)	10-12
Two Required Tests	
Required for Graduation	120-122

General Education Courses	Credits
ENG 1013 Introduction to the Writing Process	3
COM 1023 Fundamentals of Speech	3
CST 1103 Biblical Perspectives	3
CST 1433 Developing the Christian Mind	3
Math or Science	3
Fine Arts/Humanities	6
Social or Behavioral Science	3
Degree Requirements (BS)	6
ESS 2002 Personal Wellness	2
ESS Activity Course	1
COR 1011 Career Pathways I – Freshman Exp.	1
COR 1021 Career Pathways II – Freshman Exp.	1
COR 2011 Career Pathways III – Sophomore Exp.	1
COR 2021 Career Pathways IV – Sophomore Exp.	1
COR 3011 Career Pathways V – Junior Exp.	1
COR 3021 Career Pathways VI – Junior Exp.	1
TOTAL:	39

Required Courses for GE Options

(The courses listed below should be used to fulfill the categories indicated above and are required even if a transferred associate degree would waive the general education courses.)

Humanities Option

ENG 1023 Argumentative and Analytical Writing

Fine Arts/Humanities

HIS 1033 World Civilization

Math or Science

MAT 1213 College Algebra I (or higher)

BS Degree Requirement Science:

BIO 1033/1031 General Biology and Lab

BS Degree Requirement for Math

EDU 2043 Mathematics for Educators OR MAT 1223 College Algebra II (or higher)

Social Science

PSY 1013 Intro to Psychology

Additional Specific General Education Requirements

HIS 1043 World Civilization II

PHS1033/1031 Intro to Physical Science/Lab

Elementary Education Core Requirements	Credits
ENG 3023 Modern English Grammar	3
EDU 2303 Intro to Educational Policy	3
ENG 3053 Literature of Children & Adolescents	3
ENG 3073 Regional & Ethnic Literature	3
HIS 2013/2023 US History	3
HIS 3193 History of Virginia	3
HIS 3023/PLS 1013/PLS 2043 Government	3
BUS 2513 Principles of Macroeconomics	3
EDU 2313 Collaboration, Engagement, and Leadership in Schools and Community	3
MAT 2023 Intro to Statistics	3
CHM 2033 Chemistry & Culture	3
BIO 1113/1111 Human Biology and Lab or BIO 2013/2011 Human Anatomy and Lab	4
Core Requirements:	37

Professional Education Requirements	Credits
EDU 2003 Human Growth/ Develop. for Educators	3
EDU 2013 Foundations of Education	3
EDU 2212 Intro to Instructional Media & Technology	2
EDU 3053 Reading and Language Arts	3
EDU 3133 Intro to the Exceptional Child	3
EDU 3163 Methods in Teaching PreK-6 Mathematics	3
EDU 3193 Teaching Science & Social Studies PreK-6	3
EDU 4053 Diagnostic and Remedial Reading	3
EDU 4103 Dynamic Learning Environments	3
Requirements:	26

Student Teaching or Elective Requirements	Credits
EDU 4608 Student Teaching (12 Credits) or Electives (10 credits for non-licensure)	10-12
Requirements:	10-12

Completion Sequence – On Campus Elementary Education

Semester 1	Semester 2
ENG 1013	3
MAT 1213	3
COR 1011	1
EDU 2003	3
PSY 1013	3
HIS 1033	3
Total	16
Total	16

Semester 3	Semester 4
ENG 3053	3
Wellness Activity	1
EDU 2043	3
BIO 1113/1111	3
EDU 2013	3
COR 2011	1
Total	15
Total	16

Semester 5	Semester 6
EDU 3053	3
COR 3021	1
ENG 3033	3

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EDU 3163	3	EDU 3193	3
HIS 2013/2023	3	ENG 3073	3
CST 1433	3	CST 1103	3
COR 3011	1	MAT 2023	3
Total	16	Total	16
Semester 7		Semester 8	
PHS 1033/1031	4	EDU 4608	12
BUS 2513	3	Or Electives (Non-Licensure)	10
EDU 4103	3		
ESS 2002	2		
HIS 3193	3		
Total	15	Total	10-12
Total			120-122

HIS 3193	3	EDU 4103	3
Total	13	Total	1
Summer Term			
BUS 2513			3
CST 1103			3
Total			6
Semester 7			
EDU 4608 or Electives (10 credits non-licensure)		10-12	
Total		10-12	
Total			120-122

Completion Sequence – Elementary Ed - Online Program

Semester 1		Semester 2	
COR 1011	1	COR 1021	1
ENG 1013	3	ENG 1023	3
PSY 1013	3	MAT 1213	3
EDU 2003	3	EDU 2212	2
HIS 1033	3	BIO 1033/1031	4
Total	13	Total	13
		Summer Term	
CST 1433	3		
HIS 2013/2023	3		
MAT 1233	3		
COM 1023	3		
Total	12		
Semester 3		Semester 4	
COR 2011	1	COR 2021	1
ENG 3053	3	ENG 3023	3
EDU 2013	3	EDU 3133	3
EDU 2043	3	CHM 2033	3
BIO 1114	4	HIS 1043	3
Total	14	Total	13
		Summer Term	
HIS 3023	3		
MAT 2023	3		
ESS 2002	2		
Wellness Activity	1		
PHS 1033/1031	4		
Total		13	

Semester 5		Semester 6	
COR 3011	1	COR 3021	1
ENG 3033	3	ENG 3073	3
EDU 3053	3	EDU 4053	3
EDU 3163	3	EDU 3193	3

Bachelor of Arts in English Education

Degree Requirements	Credits
General Education Courses (including the Required Courses for GE Options)	39
English Education Core	39
Professional Education Requirements	20
Student Teaching Requirements (not required for non-licensure students)	12
Electives (non-licensure 22 cr)	10-22
One Required Test	
Required for Graduation	120

General Education Courses	Credits
ENG 1013 Introduction to the Writing Process	3
COM 1023 Fundamentals of Speech	3
CST 1103 Biblical Perspectives	3
CST 1433 Developing the Christian Mind	3
Math or Science	3
Fine Arts/Humanities	6
Social or Behavioral Science	3
Degree Requirements (BA)	6
ESS 2002 Personal Wellness	2
ESS Activity Course	1
COR 1011 Career Pathways I – Freshman Exp.	1
COR 1021 Career Pathways II – Freshman Exp.	1
COR 2011 Career Pathways III – Sophomore Exp.	1
COR 2021 Career Pathways IV – Sophomore Exp.	1
COR 3011 Career Pathways V – Junior Exp.	1
COR 3021 Career Pathways VI – Junior Exp.	1
TOTAL:	39

Required Courses for GE Options

(The courses listed below should be used to fulfill the categories indicated above and are required even if a transferred associate degree would waive the general education courses.)

Humanities Option

ENG 1023 Argumentative and Analytical Writing

Fine Arts/Humanities

ENG 2013 British Literature I

Math or Science

MAT 1213 College Algebra I (or higher)

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Social Science	
PSY 1013 Intro to Psychology	

English Core Requirements	Credits
ENG 2023 British Literature II	3
ENG 2033 American Literature I	3
ENG 2043 American Literature II	3
ENG 2053 World Lit. I or ENG 2063 World Lit. II	3
ENG 3023 Modern English Grammar	3
ENG 3033 History of the English Language	3
ENG 3043 Intro to Creative Writing	3
ENG 3053 Literature of Children and Adolescents	3
ENG 3073 Regional and Ethnic Literature	3
ENG 4073 Studies in Rhetoric	3
ENG 4403 English Seminar	3
ENG 4233 Shakespeare	3
COM 1013 Mass Communications Survey	3
Core Requirements:	39

Professional Education Requirements	Credits
EDU 2003 Human Growth/ Develop. for Educators	3
EDU 2013 Foundations of Education	3
EDU 2212 Intro to Instructional Media & Technology	2
EDU 3043 Curriculum, Assessment & Instruction in Secondary Schools	3
EDU 3133 Intro to the Exceptional Child	3
EDU 3253 Teaching Reading in the Content Area	3
EDU 4103 Dynamic Learning Environments	3
Requirements:	20

Student Teaching and Elective Requirements	Credits
EDU 4608 Student Teaching (not required for non-licensure students)	12
Electives (non-licensure 22 cr)	10-22
Requirements:	22

Completion Sequence – English Education

Semester 1	Semester 2
ENG 1013	3
MAT1213	3
COR 1011	1
COM 1023	3
PSY 1013	3
ESS 2002	2
Wellness Activity	1
Total	16
Total	15

Semester 3	Semester 4
ENG 2013	3
ENG 2033	3
COR 2011	1
ENG 2053 or ENG 2063	3
EDU 2003	3
Elective	1
Total	14
Total	16

Semester 5	Semester 6
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COM 1013	3	COR 3021	1
COR 3011	1	ENG 3073	3
Language I	3	Language II	3
EDU 2013	3	EDU 3043	3
ENG 3053	3	ENG 4233	3
ENG 3033	3	Elective	3

Total	16	Total	16
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Semester 7	Semester 8
ENG 3043	3
EDU 3253	3
ENG 4073	3
EDU 4103	3
ENG 4403	3
Total	15
Total	12

Total	120
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Bachelor of Arts in Music Education – Instrumental*

Degree Requirements	Credits
General Education Courses <i>(including the Required Courses for GE Options)</i>	47
Music Education Core	47
Professional Education Requirements	20
Student Teaching and Elective Requirements (non-Licensure 6 cr)	6-12
One Required Test	
Required for Graduation	120-126

General Education Courses	Credits
ENG 1013 Introduction to the Writing Process	3
COM 1023 Fundamentals of Speech	3
CST 1103 Biblical Perspectives	3
CST 1433 Developing the Christian Mind	3
Math or Science	3
Fine Arts/Humanities	6
Social or Behavioral Science	3
Degree Requirements (BA)	6
ESS 2002 Personal Wellness	2
ESS Activity Course	1
COR 1011 Career Pathways I – Freshman Exp.	1
COR 1021 Career Pathways II – Freshman Exp.	1
COR 2011 Career Pathways III – Sophomore Exp.	1
COR 2021 Career Pathways IV – Sophomore Exp.	1
COR 3011 Career Pathways V – Junior Exp.	1
COR 3021 Career Pathways VI – Junior Exp.	1
TOTAL:	39

Required Courses for GE Options

(The courses listed below should be used to fulfill the categories indicated above and are required even if a transferred associate degree would waive the general education courses.)

<i>Fine Arts/Humanities Option</i>
ENG 1023 Argumentative and Analytical Writing
<i>Math or Science</i>
MAT 1213 College Algebra I (or higher)
<i>Social Science</i>
PSY 1013 Intro to Psychology

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Music Education Instrumental Core Requirements	Credits
MUS 1111 Brass Methods and Pedagogy	1
MUS 1121 Percussion Methods and Pedagogy	1
MUS 1131 String Methods and Pedagogy	1
MUS 1141 Woodwind Methods and Pedagogy	1
MUS 1613 Music Theory I	3
MUS 1631 Ear Training I	1
MUS 1623 Music Theory II	3
MUS 1641 Ear Training II	1
MUS 2613 Music Theory III	3
MUS 2631 Ear Training III	1
MUS 2623 Music Theory IV	3
MUS 2641 Ear Training IV	1
MUS 3573 Music History I	3
MUS 3583 Music History II	3
MUS 3653 Instrumental Conducting	3
MUS 3854 Music Methods & Curriculum	4
MUS 3871 Survey of Modern Band Methods	1
MUS 1810 Piano Proficiency I	0
MUS 4810 Senior Recital	0
Primary Applied Study (7 Hours)	7
Ensemble (6 Hours)	6
MUS 1310 Performing Arts Lab (Every semester)	0
Core Requirements:	47

Professional Education Requirements	Credits
EDU 2003 Human Growth/ Develop. for Educators	3
EDU 2013 Foundations of Education	3
EDU 2212 Intro to Instructional Media & Technology	2
EDU 3043 Curriculum, Assessment & Instruction in Secondary Schools	3
EDU 3133 Intro to the Exceptional Child	3
EDU 3253 Teaching Reading in the Content Area	3
EDU 4103 Dynamic Learning Environments	3
Requirements:	20

Student Teaching and Elective Requirements	Credits
EDU 4608 Student Teaching (12 Credits) Non-Licensure 6 credits Electives	6-12
Requirements:	6-12

Completion Sequence – Music Education (Instrument)			
Semester 1	Semester 2	Semester 3	Semester 4
ENG 1013	3	ENG 1023	3
MAT 1213	3	Fine Arts/Humanities	3
COR 1011	1	Applied Primary	2
MUS 1613	3	EDU 2212	2
MUS 1631	1	MUS 1623	3
PSY 1013	3	MUS 1641	1
Applied Primary	2	Performing Arts Lab	0
Performing Arts Lab	0	Wellness Activity	1
Ensemble	1	Ensemble	1
Total	17	Total	16

Semester 3	Semester 4
MUS 2613	3
MUS 2631	1
MUS 2623	3
MUS 2641	1

Applied Primary	2	Language II	3
Language I	3	EDU 3133	3
EDU 2013	3	Applied Primary	2
EDU 2003	3	MUS 1131	1
Ensemble	1	MUS 1810	0
MUS 1141	1	Performing Arts Lab	0
Performing Arts Lab	0	Ensemble	1
COR 2011	1	COR 2021	1
Total	18	Total	15

Semester 5	Semester 6
MUS 3573	3
CST 1103	3
COR 3011	1
EDU 3253	3
Ensemble	1
ESS 2002	2
Applied Primary	2
MUS 1121	1
Performing Arts Lab	0
Wellness Activity	1
Total	17
Total	15

Semester 7	Semester 8
MUS 3854	4
EDU 4103	3
CST 1433	3
COM 1023	3
Applied Primary	2
MUS 4810	0
Performing Arts Lab	0
Ensemble	1
Total	16
Total	6-12

Total **120-126**

Bachelor of Arts in Music Education - Vocal/Choral*

Degree Requirements	Credits
General Education Courses <i>(including the Required Courses for GE Options)</i>	39
Music Education Core	43
Professional Education Requirements	20
Student Teaching Requirements	12
Electives (non-licensure 19 cr)	7-19
One Required Test	
Required for Graduation	120

General Education Courses	Credits
ENG 1013 Introduction to the Writing Process	3
COM 1023 Fundamentals of Speech	3
CST 1103 Biblical Perspectives	3
CST 1433 Developing the Christian Mind	3
Math or Science	3
Fine Arts/Humanities	6
Social or Behavioral Science	3
Degree Requirements (BA)	6
ESS 2002 Personal Wellness	2
ESS Activity Course	1
COR 1011 Career Pathways I – Freshman Exp.	1
COR 1021 Career Pathways II – Freshman Exp.	1
COR 2011 Career Pathways III – Sophomore Exp.	1

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COR 2021 Career Pathways IV – Sophomore Exp.	1
COR 3011 Career Pathways V – Junior Exp.	1
COR 3021 Career Pathways VI – Junior Exp.	1
TOTAL:	39

Required Courses for GE Options

(The courses listed below should be used to fulfill the categories indicated above and are required even if a transferred associate degree would waive the general education courses.)

Humanities Option

ENG 1023 Argumentative and Analytical Writing

Math or Science

MAT 1213 College Algebra I (or higher)

Social Science

PSY 1013 Intro to Psychology

Music Education Choral/Vocal Core Requirements	Credits
MUS 1613 Music Theory I	3
MUS 1631 Ear Training I	1
MUS 1623 Music Theory II	3
MUS 1641 Ear Training II	1
MUS 2613 Music Theory III	3
MUS 2631 Ear Training III	1
MUS 2623 Music Theory IV	3
MUS 2641 Ear Training IV	1
MUS 3573 Music History I	3
MUS 3583 Music History II	3
MUS 3663 Choral Conducting	3
MUS 3854 Music Methods & Curriculum	4
MUS 1211 Voice Class (first semester)	1
MUS 1810 Piano Proficiency I	0
MUS 4810 Senior Recital	0
Primary Applied Study (7 Hours)	7
Ensemble (6 Hours)	6
MUS 1310 Performing Arts Lab (Every semester)	0
Core Requirements:	43

Professional Education Requirements	Credits
EDU 2003 Human Growth/ Develop. for Educators	3
EDU 2013 Foundations of Education	3
EDU 2212 Intro to Instructional Media & Technology	2
EDU 3043 Curriculum, Assessment & Instruction in Secondary Schools	3
EDU 3133 Intro to the Exceptional Child	3
EDU 3253 Teaching Reading in the Content Area	3
EDU 4103 Dynamic Learning Environments	3
Requirements:	20

Student Teaching and Elective Requirements	Credits
EDU 4608 Student Teaching (not required for non-licensure)	12
Electives (non-licensure 19 cr)	7-19
Requirements:	19

Completion Sequence – Music Education (Choral)

Semester 1	Semester 2
ENG 1013	3
MAT 1213	3
COR 1011	1
MUS 1613	3
ENG 1023	3
Fine Arts/Humanities	3
Applied Primary	2
EDU 2212	2

MUS 1631	1	MUS 1623	3
PSY 1013	3	MUS 1641	1
Applied Primary	2	Performing Arts Lab	0
Performing Arts Lab	0	Ensemble	1
Ensemble	1	COR 1021	1

Total **17** **Total** **16**

Semester 3	Semester 4
MUS 2613	3
MUS 2631	1
Applied Primary	2
Language I	3
EDU 2003	3
EDU 2013	3
Ensemble	1
Performing Arts Lab	0
COR 2011	1

Total **17** **Total** **14**

Semester 5	Semester 6
MUS 3573	3
CST 1103	3
COR 3011	1
EDU 3253	3
Ensemble	1
ESS 2002	2
Wellness Activity	1
Performing Arts Lab	0
Applied Primary	1

Total **15** **Total** **14**

Semester 7	Semester 8
MUS 3854	4
EDU 4608 or Electives (non-licensure)	12
EDU 4103	3
CST 1433	3
COM 1023	3
Applied Primary	1
MUS 4810	0
Performing Arts Lab	0
Ensemble	1

Total **15** **Total** **12**

Total **120**

Bachelor of Science in Special Education

Degree Requirements	Credits
General Education Courses (including the Required Courses for GE Options)	47
Special Education Core	37
Professional Education Requirements	32
Student Teaching and Elective Requirements (non-licensure 4 credits)	4-12
One Required Test	
Required for Graduation	120-128

General Education Courses	Credits
ENG 1013 Introduction to the Writing Process	3
COM 1023 Fundamentals of Speech	3

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CST 1103 Biblical Perspectives	3
CST 1433 Developing the Christian Mind	3
Math or Science	3
Fine Arts/Humanities	6
Social or Behavioral Science	3
Degree Requirements (BA or BS/BSN)	6
ESS 2002 Personal Wellness	2
ESS Activity Course	1
COR 1011 Career Pathways I – Freshman Exp.	1
COR 1021 Career Pathways II – Freshman Exp.	1
COR 2011 Career Pathways III – Sophomore Exp.	1
COR 2021 Career Pathways IV – Sophomore Exp.	1
COR 3011 Career Pathways V – Junior Exp.	1
COR 3021 Career Pathways VI – Junior Exp.	1
TOTAL:	39

Required Courses for GE Options

(The courses listed below should be used to fulfill the categories indicated above and are required even if a transferred associate degree would waive the general education courses.)

Humanities Option

ENG 1023 Argumentative and Analytical Writing

Fine Arts/Humanities Option

HIS 1033 World Civilization

Math or Science

MAT 1213 College Algebra I (or higher)

BS Degree Requirement Science:

BIO 1033/1031 General Biology and Lab

BS Degree Requirement for Math

EDU 2043 Mathematics for Educators OR MAT 1223 College Algebra II (or higher)

Social Science

PSY 1013 Intro to Psychology

Additional Specific General Education Requirements

HIS 1043 Western Civilization II

PHS 1033/1031 Physical Science and Lab

Special Education Core Requirements	Credits
ENG 3023 Modern English Grammar	3
EDU 2303 Intro to Educational Policy	3
ENG 3053 Literature of Children & Adolescents	3
ENG 3073 Regional & Ethnic Literature	3
HIS 2013/2023 US History	3
HIS 3193 History of Virginia	3
HIS 3023/PLS 1013/PLS 2043 Government	3
BUS 2513 Principles of Macroeconomics	3
EDU 2313 Collaboration, Engagement, and Leadership in Schools and Community	3
MAT 2023 Intro to Statistics	3
CHM 2033 Chemistry & Culture or CHM 1013/1011 General Chemistry I	3
BIO 1113/1111 Human Biology and Lab or BIO 2013/2011 Human Anatomy and Lab	4
Core Requirements:	37

Professional Education Requirements	Credits
EDU 2003 Human Growth/ Develop. for Educators	3
EDU 2013 Foundations of Education	3
EDU 2212 Intro to Instructional Media & Technology	2

EDU 3053 Reading and Language Arts	3
EDU 3133 Intro to the Exceptional Child	3
EDU 3163 Methods in Teaching PreK-6 Mathematics	3
EDU 4053 Diagnostic and Remedial Reading	3
EDU 4433 Assessment & Evaluation in Special Ed. (Fall)	3
EDU 4443 Teaching Students with Disabilities for Success in the General Curriculum (Fall)	3
EDU 4453 Collaboration & Transition for Students with Disabilities	3
EDU 4103 Dynamic Learning Environments	3
Requirements:	32

Student Teaching and Elective Requirements	Credits
EDU 4608 Student Teaching (12 Credits) or Electives (4 credits non-licensure)	4-12
Requirements:	4-12

Completion Sequence – On Campus Special Education

Semester 1		Semester 2	
ENG 1013	3	ENG 1023	3
MAT 1213	3	HIS 1043	3
COR 1011	1	BIO 1033/1031	4
EDU 2003	3	EDU 2212	2
PSY 1013	3	COM 1023	3
HIS 1033	3	COR 1021	1
Total	16	Total	16

Semester 3		Semester 4	
ENG 3053	3	CHM 2033	3
BIO 1113/1111	4	COR 2021	1
Wellness Activity	1	ENG 3023	3
EDU 2043	3	HIS 3023	3
CST 1433	3	EDU 3133	3
EDU 2013	3	MAT 1233	3
COR 2011	1	ESS 2002	2
Total	18	Total	18

Semester 5		Semester 6	
EDU 3053	3	COR 3021	1
ENG 3033	3	EDU 4053	3
EDU 3163	3	EDU 4453	3
HIS 2013/2023	3	ENG 3073	3
EDU 4443	3	MAT 2023	3
COR 3011	1	CST 1103	3
Total	16	Total	16

Semester 7		Semester 8	
PHS 1033/1031	4	EDU 4608 or Electives (Non-Licensure)	12
BUS 2513	3		4
EDU 4103	3		
EDU 4433	3		
HIS 3193	3		
Total	16	Total	4-12

Total	128
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Completion Sequence – Special Education-Online

Program

Semester 1	Semester 2		
COR 1011	1	COR 1021	1
ENG 1013	3	ENG 1023	3
EDU 2003	3	HIS 1043	3
EDU 2043	3	EDU 2212	2
BIO 1114	4	BIO 1033/1031	4
Total	14	Total	13
Summer Term			
	CST 1433		3
	HIS 2013/2023		3
	MAT 1213		3
	PSY 1013		3
	Total		12
Semester 3	Semester 4		
COR 2011	1	COR 2021	1
ENG 3053	3	ENG 3023	3
EDU 2013	3	EDU 3133	3
ENG 3033	3	CHM 2033	3
HIS 3193	3	BUS 2513	3
Total	13	Total	13
Summer Term			
	COM 1023		3
	MAT 1233		3
	HIS 1033		2
	PHS 1033/1031		4
	Total		12
Semester 5	Semester 6		
COR 3011	1	COR 3021	1
EDU 4433	3	ENG 3073	3
EDU 3053	3	EDU 4053	3
EDU 3163	3	EDU 4453	3
EDU 4443	3	EDU 4103	3
Total	13	Total	13
Summer Term			
	MAT 2023		3
	CST 1103		3
	HIS 3023		3
	ESS 2002		2
	Wellness Activity		1
	Total		12
Total	120-128		

Minor in Education

Students pursuing the Education Minor are required to complete eighteen hours of coursework, chosen from any of the undergraduate EDU courses, with the exception of EDU 4608 Student Teaching. A minor in education, by itself, does not lead to a teaching license. Teacher licensure candidates must complete the entire list of program requirements, which includes student teaching, and content area assessments, successfully before they are eligible for a teaching license.

Total 18

EDU | Education Courses

EDU 2003 Human Growth & Development for Educators

This course includes a study of human growth and development from birth through adolescence. The course focuses on skills that contribute to an understanding of the physical, social, emotional, and intellectual development of children and the ability to use this understanding in guiding learning experiences. The interactions of children with individual differences are incorporated. (Fall)

EDU 2013 Foundations of Education

This course is designed to develop an understanding of the historical, philosophical, and sociological foundations underlying the role, development, and organization of public education in the United States. Attention is given to the legal status of teachers and students, including federal and state laws and regulations, school as an organization/culture, and contemporary issues in education. (Fall)

EDU 2043 Mathematics for Educators

This course provides opportunities for students who are seeking licensure in elementary and/or special education to cover topics necessary for the elementary education mathematics curriculum (PreK6) as provided by the Virginia Standards of Learning for the mathematics strands of: Number and Number Sense; Computation and Estimation; Measurement and Geometry; Probability and Statistics; and Patterns, Functions, and Algebra.

EDU 2212 Introduction to Instructional Media and Technology

This is an introductory course in the basics of instructional technology, computers, media, and their education application. The course is designed to meet the technology standards outlined in the Virginia Standards of Learning. (Spring)

EDU 3043 Curriculum, Assessment, and Instruction in Secondary Schools

This course provides opportunities for students to design and model instruction based on Virginia Standards of Learning for their endorsement area, learning theories, and effective school research. Students will construct and interpret various assessment tools for evaluation of pupil learning and use them, as well as the Standards of Learning assessments, to develop differentiated instruction for learners with diverse needs. Students will develop communication strategies to promote family involvement in pupil learning. A 25-hour field experience is required. Prerequisites: Background check requirements must be completed prior to enrolling in any EDU course requiring field experience hours. Membership in the Student Virginia Education Association (SVEA) is required. Formal admission to the Teacher Education Program. (Spring)

EDU 3053 Reading and Language Arts

This course is designed as a study of reading and language arts as communication. The course will include methods of teaching writing, spelling, phonics, and grammatical skills and how to include their use in an integrated elementary curriculum. The use of literature will be included as a way of teaching skills such as phoneme awareness, word recognition skills, and comprehension skills. Writing and reading workshops will also be introduced as a way to use writing skills. Methods are presented for working with gifted students and those with disabilities. Teaching methods and materials are based on requirements found in the Virginia Standards

of Learning for Reading and English. Includes a 15-hour early field experience. Prerequisites: Background check requirements must be completed prior to enrolling in any EDU course requiring field experience hours. Membership in the Student Virginia Education Association (SVEA) is required. Formal admission to the Teacher Education Program. (Fall)

EDU 3133 Introduction to the Exceptional Child

This course is designed as a study the characteristics of students with exceptionalities, including gifted and talented, and to provide for their instruction in an educational setting. Special attention is paid to developmental disabilities and issues such as attention deficit disorder, substance abuse, child abuse, cultural diversity, and working with families. The course also includes a study of the legal aspects, regulatory requirements, and expectations associated with identification, education, and evaluation of students with disabilities, addressing the rights and responsibilities of parents, students, teachers, and schools as they relate to individuals with disabilities. Students will also be required to complete Dyslexia Awareness Training in order to meet requirements for student teaching and licensure. Includes a 10-hour early field experience. Prerequisites: Background check requirements must be completed prior to enrolling in any EDU course requiring field experience hours. Membership in the Student Virginia Education Association (SVEA) is required. EDU 2003 with a grade of C (2.00) or better. (Spring)

EDU 3163 Methods in Teaching PreK-6 Mathematics

This course will provide students who plan to teach mathematics in grades PreK-6 with strategies for planning and presenting the mathematics content found in Virginia's Standards of Learning to a variety of learners. Mathematical content from the PreK-6 Standards of Learning and related mathematical concepts will be emphasized. In this course, the student is placed in a public-school mathematics classroom for practical experience as an observer/participant under the supervision of classroom teachers and University faculty. Students will spend a minimum of 10 hours in a public-school mathematics classroom. Prerequisites: Background check requirements must be completed prior to enrolling in any EDU course requiring field experience hours. Membership in the Student Virginia Education Association (SVEA) is required. Formal admission to the Teacher Education Program. (Fall)

EDU 3193 Teaching Science & Social Studies PreK-6

This course provides opportunities for students to design and model instruction based on Virginia Standards of Learning for elementary science and social studies, along with discipline-specific learning theories, and effective school research. Topics include integrated curriculum, participatory citizenship, scientific inquiry, and safety in the classroom. Students will construct and interpret various assessment tools for evaluation of pupil learning and use them, as well as the Standards of Learning assessments, to develop differentiated instruction for learners with diverse needs. Students will develop communication strategies to promote family involvement in pupil learning. In this course, the student is placed in a public-school science and social studies classroom for practical experience as an observer/participant under the supervision of classroom teachers and University faculty. Students will spend a minimum of 10 hours in a public-school science and social studies classroom. Prerequisites: Background check requirements must be completed prior to enrolling in any EDU course requiring field experience hours. Membership in the Student Virginia Education Association (SVEA) is required. Formal admission to the Teacher Education Program. (Spring)

EDU 3253 Teaching Reading in the Content Area

This course is a survey of the strategies and materials which facilitate students' reading, thinking, and study skills required in secondary subject areas. The primary emphasis will be on engaging all students regardless of reading ability in reading and writing activities as the means to learning content material. A 25-hour field experience is required. Prerequisites: Background check requirements must be completed prior to enrolling in any EDU course requiring field experience hours. Membership in the Student Virginia Education Association (SVEA) is required. Formal admission to the Teacher Education Program. (Fall)

EDU 4053 Diagnostic & Remedial Reading

This course is designed to aid teachers in evaluating and identifying students with reading difficulties. The course will include the use of assessment and screening measures for language proficiency, phonemic awareness, decoding, word recognition skills, comprehension skills and other related skills and how to include their use in an integrated curriculum. Teaching methods and materials are based on requirements found in the Virginia Standards of Learning for Reading and English. A 15-hour field experience in the public schools will be required as part of the class work. Prerequisites: Background check requirements must be completed prior to enrolling in any EDU course requiring field experience hours. Membership in the Student Virginia Education Association (SVEA) is required. EDU 3053 with a grade of C (2.00) or better and formal admission to the Teacher Education Program. (Spring)

EDU 4103: Dynamic Learning Environments

In this course, taken in the semester prior to student teaching, the student is placed in a public-school classroom for practical experience as an observer/participant under the supervision of classroom teachers and University faculty. Students will attend on campus seminars as scheduled and will spend 15 hours in a public school classroom. Students will also be required to obtain training in Child Abuse and Neglect Reporting for Educators, Emergency first aid, Cardiopulmonary resuscitation (including hands-on practice) (CPR), and the use of automated external defibrillators (AED), Behavior Intervention and Support Training, and Cultural Competency Training in order to meet the requirements for student teaching and licensure. This course provides opportunities for students to study theories of classroom and behavior management including current research about classroom behavior, interventions, and case studies. Using analyses of classrooms from field experience observations and knowledge of effective approaches for students with diverse needs, students will develop a serviceable classroom management plan consistent with the school environment. Prerequisites: Background check requirements must be completed prior to enrolling in any EDU course requiring field experience hours. Membership in the Student Virginia Education Association (SVEA) is required.)

EDU 4433 Assessment and Evaluation in Special Education

This is a course designed to study the variety of assessment and evaluation techniques and their specific purposes, including eligibility for students with disabilities, instructional decision making, and program improvement. This course explores the relationship among the general curriculum, formal and informal assessment results, and instruction for students with disabilities to support instructional planning, decision-making and self-reflection. A 15-hour field experience in the public schools will be required as part of the class work. Prerequisites: Background check requirements must be completed prior to enrolling in any EDU course requiring field experience hours. Membership in the Student Virginia Education Association (SVEA) is required. EDU 3133 with a

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grade of C (2.00) or better and formal admission to the Teacher Education Program. (Fall)

EDU 4443 Teaching Students with Disabilities for Success in the General Curriculum

This course explores the characteristics and supports needs of students with disabilities in the general education setting and delves into the development of individual education planning and group instruction at the elementary, middle, and high school levels. Specific learning strategies, multisensory approaches, and organizational and environmental considerations will be investigated through the scope and sequence of the general education curriculum. Alternative ways of instruction and assessment will be examined to support student learning needs with effective and student-appropriate strategies and accommodations to promote successful integration with nondisabled peers in general education classrooms and, as appropriate, in other instructional settings, representing the continuum of special education services. Prerequisites: EDU 3133 with a grade of C (2.00) or better and formal admission to the Teacher Education Program. (Fall)

EDU 4453 Collaboration and Transition for Students with Disabilities throughout the Educational Experience

This course is designed to prepare teacher licensure candidates with the ability to work with students and their families to provide successful student transitions throughout the educational experience. Additionally, teacher licensure candidates will learn strategies for successful consultation, case management and collaboration to address the areas of long-term planning, career development, life skills, community experiences and resources, self-advocacy, and self-determination, guardianship and legal considerations in order to establish an effective school environment and postsecondary training for securing employment and independent living. This course includes a 15-hour early field experience. Prerequisites: Background check requirements must be completed prior to enrolling in any EDU course requiring field experience hours. Membership in the Student Virginia Education Association (SVEA) is required. EDU 3133 with a grade of C (2.00) or better and formal admission to the Teacher Education Program. (Spring)

EDU 4501, 4502, 4503 Special Topics in Education

Prerequisite: Junior/Senior Standing.

EDU 4608 Student Teaching

Student teaching is a semester of continuous full-time professional activities in a public school under the supervision of public school and University personnel (12 hours' semester credit). Students are placed in their various endorsement areas for two 8-week student teaching placements. Prerequisites: VCLA and Praxis II must be completed prior to beginning student teaching. [RVE is also required for those students seeking licensure in Elementary Education PreK-6 and Special Education: General Curriculum K-12]. Prerequisites: Membership in the Student Virginia Education Association is required for placement. Formal admission to student teaching as well as certification in Child Abuse and Neglect Reporting for Educators, Emergency first aid, Cardiopulmonary resuscitation (including hands-on practice) (CPR), and the use of automated external defibrillators (AED), Behavior Intervention and Support Training, Cultural Competency Training, and Dyslexia Awareness.

This course is fulfillment of the student teaching field experience required under the Professional Studies requirement for Virginia

Teacher Licensure. *Students must make at least a C (not C-) in Student Teaching in order to be recommended for licensure.*

EARLY CHILDHOOD EDUCATION

The Bachelor of Science and Associate of Science in Early Childhood Education are non-teacher licensure programs within the School of Education and Social Sciences. A degree in Early Childhood Education (ECE) prepares individuals to promote healthy development in children ages birth to six years in high quality, age-appropriate settings. Graduates with an AS or BS degree in Early Childhood Education are eligible for employment in a variety of settings including childcare programs, Head Start, churches, government agencies, non-profit organizations, health/mental health related services, social service agencies and child protective services. Professional responsibilities may include working directly with children, supervision and training of childcare staff, support and education for parents and/or families, and advocacy within the community for the healthy development and growth of children ages 0-6 years (infants/toddlers, preschool/pre-kindergarten). The AS and BS in Early Childhood Education programs are delivered in an online format providing accessibility to a wide variety of students.

NOTE: Because this is a non-teacher licensure program, state licensure assessments are not required and ECE graduates are not eligible for licensure to teach in public schools.

Program Outcomes

Students who successfully complete the Early Childhood program will be able to:

1. Demonstrate content knowledge in their chosen field;
2. Demonstrate pedagogical knowledge in the field of early childhood education (birth through 6 years);
3. Demonstrate caring teaching skill with all their students;
4. Demonstrate an understanding of diversity in successfully meeting the needs of all students;
5. Demonstrate skill with technology to enhance teaching and organization/management; and
6. Demonstrate they are reflective practitioners who can continually improve their own teaching practice.

Career Opportunities

- Childcare Center Director
- Childcare Center Teacher
- Family Support Specialist
- Child Advocate
- Teaching Assistant
- Child Development Specialist

Modality

The Associate of Science in Early Childhood Education program is offered in an online format.

Degree Graduation Requirements – Early Childhood Education (A.S.)

Students pursuing the Associate of Science in Early Childhood Education must complete the general education requirements and core requirements.

Degree Requirements	Credits
General Education Courses <i>(including the Required Courses for GE Options)</i>	28

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Early Childhood Education (AS) Requirements	24
Electives	8
Required for Graduation	60

General Education Courses for AS ECE	Credits
ENG 1013 Introduction to the Writing Process	3
COM 1023 Fundamentals of Speech	3
CST 1103 Biblical Perspectives	3
Math or Science	3
Fine Arts/Humanities	6
Social or Behavioral Science	3
ESS 2002 Personal Wellness	2
ESS Activity Course	1
COR 1011 Career Pathways I – Freshman Exp. I	1
COR 1021 Career Pathways II – Freshman Exp. II	1
COR 2011 Career Pathways III – Sophomore Exp. I	1
COR 2021 Career Pathways IV – Sophomore Exp. II	1
General Education Total:	28

Early Childhood Education (AS) Core Requirements	Credits
ECE 2013 Foundations of Early Childhood Develop.	3
ECE 2023 Safe & Healthy Settings for Young Children	3
ECE 2033 Infant/Child/Toddler Development	3
ECE 2043 Guiding Young Children	3
ECE 3083 Observing and Assessing Young Children	3
ECE 4093 Program Development for Young Children	3
ECE 4103 Family, School, and Comm. Involvement	3
ECE 4123 Early Childhood Practicum I	3
Core Requirements:	24

Completion Sequence – Early Childhood Education

Semester 1	Semester 2
ENG 1013	3
ECE 2013	3
Elective	3
COR 1011	1
Social Science	3
Total	13
Total	13

Summer		
ESS 2002	2	
Wellness Activity	1	
Fine Arts/Humanities	3	
CST 1103	3	
Total	9	

Semester 3	Semester 4
ECE 2023	3
ECE 4093	3
ECE 2033	3
ECE 2043	3
COR 2011	1
Total	13
Total	12

Total **60**

Degree Graduation Requirements – Early Childhood Education (B.S.)

Students pursuing the Bachelor of Science in Early Childhood Education must complete the general education requirements, core requirements, and electives.

Degree Requirements	Credits
General Education Courses	39
Early Childhood Education Core	39
Electives	42
Required for Graduation	120

General Education Courses	Credits
ENG 1013 Introduction to the Writing Process	3
COM 1023 Fundamentals of Speech	3
CST 1103 Biblical Perspectives	3
CST 1433 Developing the Christian Mind	3
Math or Science	3
Fine Arts/Humanities	6
Social or Behavioral Science	3
Degree Requirements (BA or BS/BSN)	6
ESS 2002 Personal Wellness	2
ESS Activity Course	1
COR 1011 Career Pathways I – Freshman Exp.	1
COR 1021 Career Pathways II – Freshman Exp.	1
COR 2011 Career Pathways III – Sophomore Exp.	1
COR 2021 Career Pathways IV – Sophomore Exp.	1
COR 3011 Career Pathways V – Junior Exp.	1
COR 3021 Career Pathways VI – Junior Exp.	1
TOTAL:	39

Early Childhood Education (BS) Core Requirements	Credits
ECE 2013 Foundations of Early Childhood Develop.	3
ECE 2023 Safe & Healthy Settings for Young Children	3
ECE 2033 Infant/Child/Toddler Development	3
ECE 2043 Guiding Young Children	3
ECE 3063 Body-Brain Based Learning	3
ECE 3083 Observing and Assessing Young Children	3
ECE 3033 Introduction to the Exceptional Child	3
ECE 4093 Program Development for Young Children	3
ECE 4103 Family, School, and Comm. Involvement	3
ECE 3203 Literature for Young Children	3
ECE 4003 Int. Science, Math and Social Stud. in ECE	3
ECE 4123 Practicum I (60 hours at site)	3
ECE 4143 Practicum II (60 hours at site)	3
Core Requirements:	39

Completion Sequence – BS in Early Childhood Education

Semester 1	Semester 2
ENG 1013	3
ECE 2013	3
COR 1011	1
Social Science	3
Elective	3
Total	13
Total	13

Summer	
Electives	
Total	12

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Semester 3		Semester 4	
ECE 2023	3	Math or Science	3
Humanities	3	ECE 3033	3
ECE 2033	3	CST 1103	3
ESS 2002	2	Fine Arts/Humanities	3
Wellness Activity	1	COR 2021	1
COR 2011	1		
Total	13	Total	13
Summer			
		Electives	12
		Total	12
Semester 5		Semester 6	
ECE 3203	3	BS Math/Science	3
BS Math/Science	3	ECE 4003	3
ECE 2043	3	ECE 3083	3
COR 3011	1	COR 3021	1
CST 1433	3	ECE 4103	3
Total	13	Total	13
Semester 7		Semester 8	
CST 1103	3	ECE 4123	6
BUS 2513	3	ECE 4143	
ECE 4093	3		
Total	12	Total	6
Total			120

Minor in Early Childhood Education

Students pursuing the Early Childhood Education Minor are required to complete eighteen hours of coursework.

ECE 2013 Foundations of Early Childhood Development
 ECE 2033 Infant/Toddler/Child Development
 ECE 3083 Observing and Assessing Young Children
 ECE 4093 Program Development for Young Children
 ECE 4103 Family, School and Community Involvement
 Select one:
 ECE 3063 Body/Brain Based Learning
 ECE 3033 Introduction to the Exceptional Child

Total 18

Transfer A.A.S. in Early Childhood Development (from Community College) to B.S. in ECE at BU

Graduates of the A.A.S. in ECD at a community college are eligible to transfer to Bluefield University's B.S. in ECE with a completion of the degree program in two additional years. Students following this pathway to the B.S. in ECE may be eligible for additional financial support through the Virginia Early Childhood Foundations' Project Pathfinders. <http://www.vecf.org/project-pathfinders-overview-and-updated-faqs/>

Institutional Requirements for Transfer Credit

- 36 credit hours must be completed at Bluefield University in order to earn a bachelor's degree

- 21 credit hours in the required major courses must be taken at Bluefield University
- 9 credit hours in the minor must be taken at Bluefield University
- Grades of C- and above will be evaluated for transfer credit
- Transfer credit may be given for courses with a grade of "P" except for freshman level writing courses (ENG 1013 and ENG 1023).
- Transfer courses must have been completed at an institution accredited by an accrediting body recognized by the Council for Higher Education Accreditation (CHEA) and the U.S. Department of Education
- Academic credit for experiential (prior) learning credit, CLEP, DSST, Advanced Placement is not transferred. Students can apply for academic credit at Bluefield University. Experiential learning is reviewed on a case-by-case basis.

Pathway for A.A.S. in ECE Transfer Students to BU for ECE B.S. Degree

Transfer A.A.S. in ECE graduates must complete a minimum of 36 credit hours at Bluefield University to earn a B.S. in ECE degree from BU (including 6 credit hours in Christian Studies); of these 36 credit hours a minimum of 21 credit hours in the major must be completed at BU.

Note: The courses below are only for the ECE major in the B.S. degree program at Bluefield University and do not include General Education requirements.

- *ECE 2013 Foundations of Early Childhood Development (CHD 120)
- *ECE 2023 Safe and Healthy Settings for Young Children (HLT 135) ECE 2033 Infant/Child/Toddler Development
- *ECE 2043 Guiding Young Children (CHD 205) ECE 3063 Body-Brain Based Learning
- *ECE 3083 Observing and Assessing Young Children (CHD 265)
- *ECE 3033 Introduction to the Exceptional Child (CHD 210) ECE 4093 Program Development for Young Children
- *ECE 4103 Family, School and Community Involvement
- ECE 3203 Literature for Young Children
- *ECE 4003 Integrating Science, Math and Social Studies into ECE (CHD 146) ECE 4123 Practicum I
- ECE 4143 Practicum II

(*) Indicates equivalent accepted from CC if a grade C- or above is earned

ECE | Early Childhood Courses

ECE 2013 Foundations of Early Childhood Development

An overview of early childhood development for young children and their families. This course includes a study of vital research and philosophies, societal changes, needs of young children, program differentiation, and future trends.

ECE 2023 Safe & Healthy Settings for the Young Child

This course is a study of the basic principles of health as they relate to the child in various settings (families, childcare centers, primary classrooms, and the community as a whole). Topics related to the development of learning environments that promote healthy/safe aspects will be explored.

ECE 2033 Infant/Toddler/Child Development

This course provides an in-depth study of cognitive, socio-emotional, and physical development of young children ages' birth to six. Development, care, and guidance issues will also be examined in conjunction with numerous developmental theories. Family and other associated agents will be explored.

ECE 2043 Guiding Young Children

The student will develop the skills and techniques necessary in handling behavioral and disciplinary issues of the child from birth through age six. Students will also organize and design creative experiences and activities for children from birth through age six in a variety of professional settings that will focus on social and emotional development of young children.

ECE 3033 Introduction to the Exceptional Young Child

This course is designed as a study of the characteristics of young children with exceptionailities, including gifted and talented, and to provide for their guidance in a childcare setting. Special attention is paid to developmental disabilities and issues such as attention deficit disorder, substance abuse, child abuse, cultural diversity, and family dynamics. The course also includes a study of the legal aspects, regulatory requirements, and expectations associated with identification, assessment and guidance of young children with disabilities, addressing the rights and responsibilities of parents, instructors, and centers as they relate to young children.

ECE 3063 Body-Brain Based Learning

The purpose of the course is to acquaint college students with information about the brain development of young children. Emphasis will be placed on the body/brain relationship, physical and emotional development, and the creation of an environment which supports and encourages learning for all young children.

ECE 3083 Observing & Assessing Young Children

This course will cover observation and assessment of children from birth to six years of age. Both formal and informal instruments will be discussed with emphasis on tools that can be used by teachers of young children. Considerations in choosing, administering, and reporting results of assessments will also be addressed.

ECE 3203 Literature for Young Children

This course is designed as a survey of children's literature including biographies, fables, myths, non-western literature, traditional and modern fanciful tales and poetry. Students will be introduced to multi-cultural literature in addition to literature designed to help with learning, family, and social needs of children--drama, storytelling, and other responses to literature will be explored. Activities are designed to help students use children's literature to broaden reading skills, including vocabulary and comprehension. Integration of children's literature into all curriculum areas will be a part of all activities. The course utilizes standards from the National Association for the Education of Young Children (NAEYC) as a guide for all aspects of the course.

ECE 4003 Integrating Science, Math & Social Studies into ECE

This course provides guidance in content, methods and materials for the development of math, science, and social studies skills in children. Emphasis will be on developing strategies to facilitate children's construction of knowledge. Intervention and support for exceptional children will be addressed.

ECE 4093 Program Development for Young Children

This course will build on students' existing knowledge of the history of early childhood education and introduce numerous theories of

learning and development with a concentration on the constructivist theory. Class activities and field experiences allow students to develop an understanding of the relationship between these theories and practices. Students will learn about constructivist theory through readings, discussions, and practical applications.

ECE 4103 Family, School, & Community Involvement

A study of family-child relationships as they evolve from birth through age six. The combination of home and center as this relationship serves to meet the educational needs of children from birth through age six will also be explored. Techniques and strategies for involving families in children's education will be examined and discussed. Early childhood workers must be ready to respond to situations for children, families, and centers as they face a rapidly changing society.

ECE 4123/4143 Early Childhood Practicum I and II

These courses comprise a supervised 120-clock hour clinical practicum experience in an approved early childhood program. Students put theory into practice while developing their own unique professional style. Foundational content includes an understanding of the constructivist theory, current research, and developmentally appropriate guidelines as defined by the National Association for the Education of Young Children (NAEYC).



PSYCHOLOGY & HUMAN SERVICES

The Psychology and Human Services Department supports the mission of the University to transform students' hearts, minds, and lives as it engages them in the scientific study of behavior and mental processes. Students develop a broad-based appreciation for the multiple perspectives currently active in the discipline, develop the intellectual ability to evaluate the potential of psychological constructs to inform real life decisions, and prepare to pursue graduate study if they so choose. The Human Services component has now been added to this program, combining both of these degree programs into one program to meet the growing demands across a wide spectrum of helping professions.

This program will examine the psychological and behavioral issues found in the home, workplace, and in the community that influence well-being by examining human behavior as a product of relationships, mental processes, and environmental variables. Emphasis is placed upon the helping relationship and service networks, team partnerships, evidence-based practice, best

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practices, professional and public facilities, and the ethical basis for providing psychological and human services.

This major explores helping relationships, the history of psychology and its implications, and foundational and modern counseling theories. There is a practical emphasis on awareness and appreciation of human diversity and in equipping students to help others cope and thrive within their environments.

Using behavioral and psychological theories and best practices, students will develop their skill and capacities to consider issues critically, to write clearly, to solve problems effectively, and to address conflicts ethically. In addition, this Program is specifically designed to prepare students to continue graduate study.

Program Objectives

Students who successfully complete the Psychology & Human Services program will be able to:

1. Articulate foundational theories in Psychology and Human Services
2. Demonstrate the ability and the disposition to think critically about any academic or social issue;
3. Articulate their personal understanding of psychology and its integration into their personal system of faith or beliefs;
4. Articulate the more practical aspects of the Helping Professions, placing a priority on the application of theory and technique in whatever capacity they may choose to serve.

Career Opportunities

- Occupational Therapist
- Marriage and Family Therapist
- Behavioral Researcher
- Psychiatric Technician
- Case Manager

Modality

The bachelor's degree in psychology and Human Services is offered in both an online format and in the on-campus classroom. Students pursuing the degree online will earn a Bachelor of Science degree, whereas students experiencing the on-campus modality may earn either a Bachelor of Science or Arts.

Degree Graduation Requirements

Graduates in Psychology and Human Services must complete general education requirements, core requirements, and electives.

Degree Requirements	Credits
General Education Courses	39
(including the Required Courses for GE Options)	
Psychology Human Services Core	42
Electives	39
Required for Graduation	120

General Education Courses	Credits
ENG 1013 Introduction to the Writing Process	3
COM 1023 Fundamentals of Speech	3
CST 1103 Biblical Perspectives	3
CST 1433 Developing the Christian Mind	3

Math or Science	3
Fine Arts/Humanities	6
Social or Behavioral Science	3
Degree Requirements (BA or BS/BSN)	6
ESS 2002 Personal Wellness	2
ESS Activity Course	1
COR 1011 Career Pathways I – Freshman Exp.	1
COR 1021 Career Pathways II – Freshman Exp.	1
COR 2011 Career Pathways III – Sophomore Exp.	1
COR 2021 Career Pathways IV – Sophomore Exp.	1
COR 3011 Career Pathways V – Junior Exp.	1
COR 3021 Career Pathways VI – Junior Exp.	1
TOTAL:	39

■Required Courses for GE Options

(The courses listed below should be used to fulfill the categories indicated above and are required even if a transferred associate degree would waive the general education courses.)

General Education Requirement for Social Science

PSY 1013 Intro to Psychology

Psychology/Human Services Core Requirements	Credits
BHS 3003 Introduction to the Helping Professions	3
BHS 3023 Human Development Across the Lifespan	3
PSY 3043 Abnormal Psychology	3
BHS 3053 Family Dynamics	3
PSY 3083 Social Psychology	3
PSY 3093 Social Research	3
BHS 3123 Addiction & Addictive Behavior	3
PSY 3133 Human Diversity	3
BHS 4003 Case Management	3
PSY 4013 Tests & Measurements	3
PSY 4043 History and Systems	3
PSY 4053 Counseling & Psychotherapy	3
PSY 4063 Group Dynamics	3
PSY 4603 Senior Seminar	3
Core Requirements:	42

Completion Sequence – Psychology/Human Services

Semester 1		Semester 2	
ENG 1013	3	COR 1021	1
COM 1023	3	CST 1103	3
MAT 1213	3	BIO 1113	3
PSY 1013	3	BIO 1111	1
COR 1011	1	BHS 3003	3
		Elective	3
Total	13	Total	14
Semester 3		Semester 4	
COR 2011	1	COR 2021	1
Humanities	3	ESS 2002	2
Math/Science	3	CST 1433	3
Elective	3	Activity Wellness	1
BHS 3023	3	BHS 3053	3
Elective	3	Elective	6
Total	16	Total	16
Semester 5		Semester 6	
COR 3011	1	COR 3021	1
PSY 3043	3	PSY 3083	3

To Achieve a CSAC you must complete 240 hours of didactic training in substance abuse and this must include a minimum of 16 clock hours in EACH of the 13 areas below:

1. Dynamics of human behavior
2. Signs and symptoms of substance abuse
3. Counseling theories and techniques
4. Continuum of care and case management skills
5. Recovery process and relapse prevention models
6. Professional orientation and ethics
7. Cultural competency
8. Trauma and crisis intervention
9. Pharmacology of abused substances
10. Co-occurring disorders
11. Substance abuse counseling approaches and treatment planning
12. Group counseling
13. Prevention, screening, and assessment of substance use and abuse

Modality

The Substance Abuse Counselor Certificate is offered in an online format.

Substance Abuse Counselor Certificate

The Substance Abuse Counselor Certificate program is an online program with eight-week terms, requiring the successful completion of 45 credit hours as follows:

BHS 3103 Introduction to Drug Use and Abuse
PSY 1013 Introduction to Psychology
BHS 3123 Addiction and Prevention
BHS 3053 Family Dynamics
BHS 4123 Substance Abuse Counseling
BHS 4003 Case Management
PSY 4053 Counseling & Psychotherapy
PSY 3043 Abnormal Psychology
PSY 3323 Trauma Responsive Interventions
BHS 3003 Intro to Helping Professions
PSY 3133 Human Diversity
PSY 4063 Group Dynamics
BHS 3023 Human Development Across the Lifespan
BHS 4073 Internship I and II (Completed twice for 6 hours total).

The Substance Abuse Counselor Certificate may be completed and earned independently of and prior to completion of a Bachelor's degree.

Total	45
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to the end stage of life, following a developmental thematic approach (i.e., psychological, sociological, moral, career development, and physiological). Thematic approaches and stage theories are the platform that students will use to explore techniques that may be applied directly in organizations providing human services.

BHS 3053 Family Dynamics

This course is a broad-based study of the family that specifically focuses on contemporary shifts in the modern American family structure. Significant attention is paid to social historical context, cultural diversity, and economic conditions that bear on family life. The emotional and behavioral aspects of marriage and family life such as love, communication, and conflict are considered, and problems including intimate violence, child abuse, poverty, separation, and divorce are explored. The decision to have children is discussed as is the experience of parenthood including roles and relationships of parent and children.

BHS 3103 Introduction to Drug Use and Abuse

This course serves as an introduction to the phenomenon of drug use and abuse in society, beginning with a historical perspective and continuing to the present day. Psychological, physical, socio-economic, and spiritual ramifications of drug use and abuse are examined. Prescription and recreational drugs are addressed, with special attention to commonly abused drugs. Drug abuse signs and symptoms as well as the role of substance abuse professionals in treatment, relapse prevention, and the recovery process are delineated.

BHS 3123 Understanding Addiction and Addictive Behavior

The student will gain an understanding of Drug Use and Abuse, beginning with a historical perspective and continuing to the present day. Psychological, physical, socio-economic, and spiritual ramifications of drug use and abuse are examined. Students examine and reflect on the impact of substance use disorders on society as a whole, communities, family systems, and individuals. 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 level are described, with focus on the role of the substance abuse counselor in prevention.

BHS 4003 Case Management

Case Management (CM) is a process, a best practice, a skill set, and a professional self-management tool utilized by Human Services professionals (e.g., substance abuse counselors). This course covers the following CM topics: documentation, interviewing, taking social histories, administering and interpreting assessment forms, referencing and applying the current Diagnostic and Statistical Manual (DSM) designations to special problems (i.e. substance use disorders), receiving and releasing information, as well as planning continual recovery strategies for clientele. Learners will explore the client/consumer planning process; making referrals and assembling a treatment or service record; recording significant case events using non-judgmental behavioral language; monitoring services; and the process of case termination. Attention will be given to CM ethics and the self-care necessary for Human Service professionals and substance abuse counselors to maintain a healthy professional life in an emotionally demanding occupation.

BHS/PSY 4053 Counseling and Psychotherapy

Counseling and Psychotherapy supplies an overview of the major theories of counseling as well as practical techniques and

information for the counselor-in-training. The purpose of this course is to familiarize students with the practice of psychological counseling from theories to clinical application, to foster an emerging sense of self as a clinician, and to set the stage for the development of basic counseling skills.

BHS/PSY 4063 Group Dynamics

Group Dynamics is a study of the history, processes, and dynamics of groups. The course provides a review of the theories of group intervention, the stages of group development, necessary group leadership skills, and the process of leading groups for special populations (i.e. substance abusers and recovering addicts). Ethical issues in group counseling will be emphasized and the application of group counseling approaches in multicultural contexts will be considered.

BHS 4073 Internship I and II

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. In this course, the focus will be on the student as a developing helping professional and not on the specific case work and client interactions that occur during the Internship (Internship I focuses on professional identity and Internship II focuses on ethical practice). NOTE: This course does not provide clinical supervision nor may the hours be counted toward licensure or certification clinical training requirements.

BHS 4103 Treatment Systems

Treatment Systems provides a review of historic and current treatment approaches to substance abuse. From individual interventions to support groups, treatment options based in traditional and alternative medicine are analyzed and rated in terms of efficacy. Local, state, regional, and national treatment resources are identified. Ethical standards for intervention, case management, and treatment methods are stipulated. The role of the substance abuse counselor in intervention, treatment and recovery is of focus.

PSY | Psychology Courses

PSY 1013 Introduction to Psychology

An introduction to psychology as a scientific and applied discipline including the findings, concepts, theories, methods, and applications of psychology. This course is a prerequisite to all following psychology courses.

PSY 2033 Positive Psychology

This course will provide an introduction to positive psychology. Happiness, or subjective well-being, will be studied along with the strengths and virtues that allow individuals and communities to thrive. A strong experimental component in this class will facilitate students' understanding of concepts related to well-being such as gratitude, forgiveness, and service to others. Students will be challenged to consider the Christian perspective on happiness and ways their personal faith impacts their subjective well-being.

PSY 2043 Child and Adolescent Development

This course includes the study of growth and development from birth through adolescence. Methods of studying child development are examined, and theoretical approaches used in the field are explained. There is attention to genetic and prenatal development with most of the course focusing on physical, cognitive, social, and personality development during infancy, early childhood, middle childhood, and adolescence.

PSY 2063 Adulthood and Aging (Same as SOC 3113)

This is a comprehensive course investigating the social dimensions of aging and its links to historical, demographic, and cross-cultural patterns. Current theories of aging are studied, as well as crucial issues impinging on the daily lives of older adults.

PSY 2073 Professional Ethics in Psychology

Professionals in psychology-related fields are likely to encounter ethical dilemmas on a frequent, if not daily, basis. In this course, students will examine the role of ethics in psychological research, publication, education, and practice. Attention will be given to: the evolution of ethical principles from the Declaration of Helsinki through contemporary professional codes of ethics; the process of ethical decision-making; and the ethical safeguards (such as Institutional Review Boards) that support psychological professionals in "doing the right thing." Prerequisite: PSY 1013.

PSY 3033 History of Theories of Personality

This course is an introduction to the organization and structure of personality. Personality is defined and methods of assessing and studying it are considered. Major theories of personality are investigated, including the development and history of the major theories of personality in the fields of Philosophy and Psychology. The major theories are used to explore issues including love, hate, gender, culture, religion, stress, adjustment, and health. Students are challenged to apply theories to the personality of a specific historical figure.

PSY 3043 Abnormal Psychology (Same as CRJ 3043)

This course is an introduction to the study of psychopathology. The difficulty of determining whether specific behaviors should be considered abnormal is examined. A history of views about abnormal behavior is discussed as is current thinking on the subject. Models used for explaining abnormal behavior are described, and issues related to diagnosis and assessment of psychological disorders are given attention. The primary emphasis of the course is the study of categories of mental disorders and their symptoms as well as possible causes and recommended treatments for specific disorders. Prerequisites: JR Standing.

PSY 3053 Biological Psychology

This course is a study of how biological processes, especially activity in the brain and nervous system, relate to behavior. Special attention will be given to addiction and brain function.

PSY 3073 Psychology of Religion

This course will apply the predominant constructs and methods of inquiry associated with the science of psychology to the domain broadly considered as religion. Students will investigate the varied ways in which an individual's faith system influences their behavior and mental processes. Positions on religion by major theorists in the discipline will be considered and evaluated. Prerequisite: PSY 1013

PSY 3083 Social Psychology (Same as SOC 3083)

This course is a study of behavior in social contexts, including interpersonal attraction, group dynamics, leadership, conformity, and a host of additional social psychology constructs and theories. It is the intent of this course to introduce you to those variables and relationships that describe and even predict human behavior as influenced by the presence of others.

PSY 3093 Social Research Methods (same as CRJ/HSE/ SOC 3093)

It is the intent of this course to introduce you to the tools and techniques of inquiry in the social sciences. During the term you will be exposed to the vocabulary, the generally accepted yet varied

methods, and the potential sources of error associated with the investigation of social phenomena. We will discuss the constructs of sampling, measurement, research design, and data analysis as well as the very important process of forming a meaningful and rigorous research question. Such constructs as reliability, validity, error, etc. will be defined and made useful in the minds and actions of thoughtful scientists and citizens.

PSY 3133 Human Diversity

This course provides students the opportunity to investigate characteristics of minority issues. It is a broad introduction to the field of race relations in America. Course work includes theoretical perspectives in intergroup relations and social psychological elements present in minority-majority interactions. The social history of selected minority group experiences in the United States will be studied, along with current issues in American race relations. We will also be learning to bring Helping Profession best practices into the multicultural context which exists in our world today.

PSY 3143 Psychology of Criminal Behavior

This course will provide the student with psychological and psychosocial explanations of crime. Students will explore specific psychological aspects that contribute to criminal and deviant behavior such as personality disorders, impulse control disorders, developmental disorders, and substance abuse disorders. Prerequisite or Co-requisite: CRJ 2013 or CRJ 2203.

PSY 3163 Intro to Psychology & Theology

This course is designed to provide the understanding, knowledge and skill set students need to successfully integrate a growing knowledge of psychology and a basic understanding of theology. Psychology and theology have many areas of intersection and common purpose. This course will teach students to clearly articulate these points of connection, to identify areas where the disciplines create contradiction, and practice the psychological disciplines never losing a theological perspective.

PSY 3173 Spiritual Formation for the Helping Professional

In this course, the student will learn the art and disciplines of meaningful spiritual formation. Students will study the foundational elements of Christian spiritual formation integrating these elements with people helping skills in the current culture. This educational experience will equip and empower the student to continue spiritual growth and formation that sustains personal lives and nurtures the lives of the people we serve.

PSY 3183 Spirituality & the Helping Relationship

This course teaches basic support skills, benefits, and application of positive spirituality. Depending upon effective communication, positive regard, listening, and prayer; church staff and volunteers learn the best approaches to help individuals, families, and groups achieve and maintain improved wellness. Core conditions of the helping relationship, group dynamics, trauma-informed care, and spiritual transformation are explored, along with the repercussions of shame and spiritual abuse. Emphasis is placed on the need for positive, trusting relationships and the view of God as Healer and Sustainer.

PSY 3193 Theories of Christian Counseling & Intervention

This course will focus on the primary counseling theories being taught and practiced within the diverse field known as "Christian Counseling." Both directive and non-directive categories will be examined through the lens of Christian Principles, identifying both pros and cons within each. Theories to be examined include:

Nouthetic Counseling, Impact Therapy, Cognitive Approaches to Counseling, Reality Therapy, Family Systems, and others.

PSY 3213 Mental Health Ministry and the Church

This course explores various ways in which the church can be central to supporting the mental health needs of communities. Through case management, groups, individual counseling, and educational programs, church staff and volunteers can have a vital impact on community wellness. Impactful models for grief, addictions, trauma, and family support groups are analyzed. The integration of faith, prayer, and acceptance of individual worth is woven into practice of research-based strategies and conditions for effective mental health support and promotion of change.

PSY 3303 Understanding Trauma-Informed Care

This course will cover the neurobiology of trauma, its impact on development, and prevalence across various populations. Students will learn to recognize signs of distress and the subsequent consequences on health, learning, and behavior.

PSY 3313 Trauma and Healing Relationships

This course will discuss the critical need for safe relationships in trauma-informed care. Experiential learning opportunities will be provided to help students develop communication skills related to observation, attending, encouragement, and reflection.

PSY 3323 Becoming Trauma Responsive

This course will focus on providing trauma-responsive services across multiple disciplines. Students will learn best practices regarding skills and strategies to promote safety, relationships, and regulation.

PSY 3333 Intersectionality & Trauma

This course will explore the intersection of trauma with culture, history, race, gender, and language. Students will learn how to identify disparities and work to eliminate the impact of structural inequity across service sectors.

PSY 3343 Integrating Faith & Trauma-Informed Care

This course will focus on building community resilience through a faith-based lens. Students will integrate core values of Christianity with evidenced-based trauma-informed approaches.

PSY 3363 The Family in Crisis

This course includes the study of the most prevalent crisis situations facing families today, including but not limited to: divorce, remarriage, addiction, non-marriage, and single parent homes. Attention will be given to Family Systems analysis, ethnic differences, historical shifts, correlational statistics, and future objectives for Human Service Providers.

PSY 3373 Modern Parenting

This course will study the foundational aspects of parenting and explore the core attributes of successful parenting models. Students will engage the philosophy, tools, functions, roles, and other aspects that foster healthy family dynamics.

PSY 3413 Human Sexuality (Same as HEA 3413)

This course is a study of the biological, social, personal, and spiritual aspects of human sexual identity and behavior.

PSY 3433 Foundations of Christian Life Coaching

This foundational course gives students an introduction to life coaching from a Christian worldview perspective. It focuses upon a

variety of coaching techniques, necessary core competencies, skill acquisition, ethics, and self-awareness.

PSY 3443 Essentials of Life Coaching: Assessment & Advanced Skills

An in-depth study of essential theoretical approaches and behaviors of effective Christian Life coaching. Students will continue to develop effective coaching skills, assessment tools and protocols, communication strategies, and successful goal setting practices.

PSY 3453 Professional Coaching: Coaching Individuals for Transformational Change

This course will focus on the development of coaching strategies for effective practice as a life coach. Students will learn to work with diverse individuals and groups in order to effect positive, biblically informed, changes. A heavy emphasis will be placed on the professional development of the coach and on establishing a plan for self-care.

PSY 3463 Advanced Professional Life Coaching

This advanced coaching course will explore the principles related to the techniques and approaches in equipping people to sustain lives of positive transformation. To that end, it will focus upon the key elements and practices within performance coaching and working with people that work at a high level. It will also look at the initial key aspects of what is necessary to develop a successful coaching practice.

PSY 3473 Advanced Coaching Niches: Coaching in Varying Contexts

This advanced coaching course will study the areas of Resilience, Career, and Marriage coaching. It will focus upon the principles, practices, and faith-based components of individual resilience, successful career paths, and healthy marital approaches. It will also look at the intermediate and advanced aspects of what is necessary to grow a successful coaching practice.

PSY 3501, 3502, 3503 Directed Study in Psychology

This is a specialized course of study for qualified students. Prerequisites: JR standing, and instructor's approval.

PSY 4013 Tests and Measurements

This course provides the student of behavioral sciences with a basic foundation in the components of psychological assessment. The course addresses basic psychological assessment concepts and develops an awareness of the variety of assessment instruments that are available. Students become familiar with the components of the assessment of personality and cognitive ability and discuss the professional and ethical standards and social issues in assessment. Prerequisites: PSY/SOC 3093 and MAT 2023.

PSY 4033 Learning and Cognition

This course will provide a broad yet detailed study of the learning process, learning theory in its historical perspective, and will develop skills in the application of learning theory to current issues. This study is augmented by integrating learning theory with multiple constructs found in cognitive psychology including judgment, memory, perception, attention, categorization, and problem solving. JR standing.

PSY 4043 History and Systems

This course is a study of the historical development and contemporary status of psychology. Prerequisites: JR standing

PSY 4053 Counseling and Psychotherapy

This course is an overview of the major theories of counseling as well as practical techniques and information for the counselor-in-training. Personal attributes of counselors are considered, as are important theoretical issues. As each theoretical approach is discussed, its strengths and limitations are identified in general and as they relate to multicultural situations. Students in this class are expected to become knowledgeable about the various theoretical approaches and begin to apply them to a hypothetical client. Prerequisites: PSY 3043 and JR standing.

PSY 4063 Group Dynamics

This class is a study of the history, processes, and dynamics involved in groups. It will review the theories of group intervention, the stages of group development, the necessary group leadership skills, and the process of leading groups for special populations. Ethical issues in group counseling will be emphasized and the application of group counseling approaches in school and multicultural contexts will be considered.

PSY/BHS 4071, 4072, 4073 Psychology and Human Services Internship

See criteria for Internships.

PSY 4201, 4202, 4203 Academic Internship

Students selected for this Internship will assist course instructors through tutoring, showing videos, conducting study sessions, researching course materials, proctoring tests, grading objective sections of survey exams, and teaching at least one class in a survey course during the semester. The selected students participating in this Internship will acquire some practical experience in higher education.

PSY 4501, 4502, 4503 Special Topics in Psychology

A subject of special interest may be selected; may be repeated for credit with a different topic. Prerequisites: PSY 3013, JR standing and instructor's approval.

PSY 4603 Senior Seminar

This is the capstone course for Psychology majors taken during the senior year. Students review their personal development, investigate the interface between religion and science, and articulate their personal understanding of the integration of their faith and the discipline of psychology.

SOCIOLOGY

SOC | Sociology Courses

SOC 1013 Introduction to Sociology

A broad overview of the field of sociology stressing terms, concepts, and major contemporary theoretical perspectives in the discipline. Emphasis on American society, social change, culture, social structure, and on the sociological imagination.

SOC 1023 Social Problems

The course will lay the foundation for assessing the problematic nature of meanings and actions concerning social problems and their proposed solutions. It also explores a variety of contemporary social problems.

School of Nursing

BACHELOR OF SCIENCE IN NURSING

Education is a journey, and as you continue on this journey within your career trajectory, always remember the time you spend with Bluefield University School of Nursing (SON) will open new doors to many professional opportunities. Today more than ever, you are presented with a myriad of exciting possibilities in the field of nursing and health care. The SON is delighted to provide the educational foundation to support future objectives and a lifelong journey of professional development. The School of Nursing has a passion which exemplifies rigorous scholarship and high expectations of both students and faculty. We believe nursing must be a force for innovation, learning and discovery to prepare culturally proficient providers to meet the complex healthcare needs of a global community.

The SON offers an undergraduate program leading to the Bachelor of Science in Nursing degree. The undergraduate degree program offers an RN to BSN completion option for registered nurses with evidence of having earned an Associate's Degree in Nursing from an accredited program.

The Bluefield University School of Nursing BSN program builds on the academic core foundation of the associate degree program. The program is accredited by the Commission on Collegiate Nursing Education (CCNE), 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 BSN program is evidence-based and developed according to the Essentials of Baccalaureate Education for Professional Nursing Practice from the American Association of Colleges of Nursing (AACN). The graduates are prepared to function in new roles as members of inter-professional teams in a variety of settings. The program is designed to expand the knowledge, skills, and critical thinking in areas of leadership, community concepts, research, cultural diversity, ethics, and professional practice related to current trends and issues in global society.

Vision

As a School of Nursing, the vision is to develop leaders in nursing whose actions, discoveries, and voices lead to strengthen and transform the healthcare of individuals and communities worldwide.

Mission

The mission of the Bluefield University School of Nursing (BU SON) Program represents the mission of Bluefield University as a Christ-centered liberal arts University with the Baptist General Association of Virginia, which reflects the nursing roles of clinical practice, teaching, servant leadership, and research through a collaborative learning environment. Faculty are committed to graduating nursing leaders focused on inter-professional roles to improve healthcare for all populations. By partnering with community leaders, the gap will be bridged between academia and clinical practice. Our graduates are prepared with the breadth and depth of professional nursing knowledge, which reflects a commitment to serve their

community with an enhanced focus on healthcare delivery for a diverse and global population.

Academic Policies Specific to the School of Nursing

Transfer Credits

Bluefield University School of Nursing (BU SON) will review student requests for transfer credit of nursing core classes on a case-by-case basis, and at the recommendation of the registrar. Official evaluation of nursing core transfer credits from other institutions should be presented by students expecting to transfer to the Bluefield University 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 a course that is taught at Bluefield University SON.
- A maximum of 6 semester hours can be transferred.
- BSN-a minimum grade of C is required for all transfer work.
- There is a five-year time limit for transfer courses meeting the above conditions.

Withdrawal and Transfer from the SON

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 School of Nursing 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.*

Course Repeat Policy

The student may repeat a course only once while enrolled in the program, and it is contingent on available space. Students enrolling in any nursing course for the first time receive priority. If there is a second failure of the same* nursing course in the program (a grade less than a "C"), the student will be dismissed from the program.

*Repeat of the same course: student's submission of the same work (from the previous attempt of the course) will not be accepted.

Clinical Compliance Requirements

To both ensure student well-being as well as to meet clinical agency regulations, students must submit and complete a variety of compliance requirements. These include but are not limited to evidence of: CPR and immunizations with a current Tdap, negative TB skin test, a flu vaccine, a criminal background check and drug screen, health form, and a current, unrestricted and unencumbered RN license. A clinical agency may articulate additional requirements that must be met. Students will not be able to begin their clinical rotations if compliance requirements are not met.

RN-BSN Program

The RN to BSN program requires 36 hours in the nursing core courses and is designed to complete these courses in three academic semesters*, with two eight-week sessions declared as an academic semester and the total graduation requirement of 120 hours. **It is important to note that completion of the RN-BSN may be longer dependent on the number of general education courses needed by the student.*



The baccalaureate degree program in nursing at Bluefield University is accredited by the Commission on Collegiate Nursing Education, 655 K Street, NW, Suite 750, Washington, DC 20001, 202-887-6791

Admissions Policies Specific to the School of Nursing

RN to BSN Admission Requirements:

- Submit online BSN application, through the online program.
- GPA of 2.5
- Present evidence of having earned an Associate Degree in Nursing from a nationally accredited program.
- Have a current, unrestricted and unencumbered registered nurse (RN) license.
- Students must complete Anatomy and Physiology I & II as a pre-requisite with a grade of "C" or better before matriculation.
- Students must complete microbiology (may be pre-requisite or co-requisite).
- The holistic admission process can be used by students with less than a 2.5 GPA.

Students interested in the RN-BSN program who have less than a 2.5 GPA may contact the Office of Admissions for more information on the holistic admission process.

Program Outcomes

Students who successfully complete the Nursing program will be able to:

1. Demonstrate the ability to articulate in clear and correct written form;
2. Communicate and collaborate effectively with individuals, families, communities, and interdisciplinary team members;
3. Incorporate research-based evidence into their clinical practice setting;
4. Demonstrate personal accountability and responsibilities, code of ethics and standards into professional practice;
5. Synthesize the multidimensional roles of professional nursing to provide leadership for nursing practice by demonstrating the use of effective strategies to facilitate the nursing leadership decision;
6. Demonstrate the commitment to advanced study and lifelong learning;
7. Express a positive likelihood of participating in Servant Leadership activities;
8. Integrate evidence-based knowledge into nursing, the performing and fine arts, humanities;
9. Demonstrate they feel more empowered to function at a higher level of caring, respect, mutual goal setting, advocacy, and education;
10. Utilize appropriate technology in accessing, applying, and evaluating information effectively and appropriately applying technology in a variety of settings;
11. Apply the concepts of peer review with the inter-professional healthcare team; and
12. Demonstrate understanding of the role and practice of nursing in public health surveillance, outbreak investigations, and disaster management including natural disasters and man-made disasters (bioterrorism,

chemical agents, pandemics, epidemics, radiation, and terrorism).

Career Opportunities

- Registered Nurse
- Public Health Nurse
- Case Management Nurse
- Clinical Research Nurse
- Forensic Nurse Consultant

Modality

The RN to BSN program is offered in an online format.

RN to BSN Degree Graduation Requirements

Students pursuing the Bachelor of Science in Nursing with the RN to BSN must complete general education credits (with specific requirements for several General Education categories, and additional courses), core requirements, and electives. In addition, the RN to BSN student must have a current, unrestricted, and unencumbered registered nurse (RN) license.

Degree Requirements	Credits
General Education Courses <i>(including the Required Courses for GE Options)</i>	45
RN to BSN Core	36
RN License (counted as transferred hours)	32
Electives	7
Required for Graduation	120

General Education Courses	Credits
ENG 1013 Introduction to the Writing Process	3
COM 1023 Fundamentals of Speech	3
CST 1103 Biblical Perspectives	3
CST 1433 Developing the Christian Mind	3
Math or Science	3
Fine Arts/Humanities	6
Social or Behavioral Science	3
Degree Requirements BSN	6
ESS 2002 Personal Wellness	2
ESS Activity Course	1
COR 1011 Career Pathways I – Freshman Exp.	1
COR 1021 Career Pathways II – Freshman Exp.	1
COR 2011 Career Pathways III – Sophomore Exp.	1
COR 2021 Career Pathways IV – Sophomore Exp.	1
COR 3011 Career Pathways V – Junior Exp.	1
COR 3021 Career Pathways VI – Junior Exp.	1
TOTAL:	39

Required Courses for GE Options for RN to BSN

(The courses listed below should be used to fulfill the categories indicated above and are required even if a transferred associate degree would waive the general education courses.)

GE Science:

BIO 2013/2011 Anatomy & Physiology I

BS Degree Requirement Science:

BIO 2023/2021 Anatomy & Physiology II

BS Degree Requirement for Math

MAT 2023 Intro to Statistics | 3 credits

Additional Non-Nursing Required Prerequisites

BIO 3034 Microbiology (w/lab)

School of Nursing

RN to BSN Core Requirements	Credits
NUR 3002 Health Tech & Informatics for Profession	2
NUR 3003 Concepts of Professional Nursing	3
NUR 3103 Transcultural Nursing	3
NUR 3203 Pathophysiology	3
NUR 3303 Health Assessment Across the Lifespan	3
NUR 3403 Nursing Care of Older Adults	3
NUR 3503 Women's Health/Newborn Nursing	3
NUR 4003 Nursing Research and Theory	3
NUR 4103 Evidence-based Complex Nursing Pract.*	3
NUR 4204 Nursing Care of Communities*	4
NUR 4303 Nursing Leadership	3
NUR 4403 Professional Nursing	3
Synthesis/Capstone	
Core Requirements:	36

*Clinical hours required

Fine Arts/Humanities	6
Social or Behavioral Science	3
Degree Requirements BSN	6
ESS 2002 Personal Wellness	2
ESS Activity Course	1
COR 1011 Career Pathways I – Freshman Exp.	1
COR 1021 Career Pathways II – Freshman Exp.	1
COR 2011 Career Pathways III – Sophomore Exp.	1
COR 2021 Career Pathways IV – Sophomore Exp.	1
COR 3011 Career Pathways V – Junior Exp.	1
COR 3021 Career Pathways VI – Junior Exp.	1
TOTAL:	39

Required Courses for GE Options for RN to BSN

(The courses listed below should be used to fulfill the categories indicated above and are required even if a transferred associate degree would waive the general education courses.)

GE Science:

BIO 2013/2011 Anatomy & Physiology I

BS Degree Requirement Science:

BIO 2023/2021 Anatomy & Physiology II

BS Degree Requirement for Math

MAT 2023 Intro to Statistics | 3 credits

Additional Non-Nursing Required Prerequisites

BIO 3034 Microbiology (w/lab)

Completion Sequence – RN to BSN

Semester 1	Semester 2
NUR 3003 3	NUR 4303 3
NUR 3303 3	NUR 3403 3
NUR 3002 2	NUR 3503 3
NUR 3103 3	NUR 3203 3
NUR 4003 3	
Total	14
	Total
	12
Total	
	120

Semester 3	Semester 4
NUR 4204 4	NUR 4103 3
	NUR 4403 3
Total	4
	Total
	6
Total	
	120

NOTE: The RN to BSN program assumes the student has completed all general education requirements, has earned the RN, and has completed 84 credits prior to beginning the program. Students missing one or more of these requirements must complete them before graduation.

RN to MSN Degree Graduation Requirements

Students pursuing the Master of Science in Nursing with the RN to MSN must complete general education credits (with specific requirements for several General Education categories, and additional courses), core requirements, and electives. In addition, the RN to MSN student must have a current, unrestricted, and unencumbered registered nurse (RN) license.

Degree Requirements	Credits
General Education Courses	44
(including the Required Courses for GE Options)	
RN to BSN Core	31
MSN Core	30
FNP Concentration	16
Required for Graduation	121

General Education Courses	Credits
ENG 1013 Introduction to the Writing Process	3
COM 1023 Fundamentals of Speech	3
CST 1103 Biblical Perspectives	3
CST 1433 Developing the Christian Mind	3
Math or Science	3

RN to BSN Core Requirements	Credits
NUR 3003 Concepts of Professional Nursing	3
NUR 3103 Transcultural Nursing	3
NUR 3203 Pathophysiology	3
NUR 3303 Health Assessment Across the Lifespan	3
NUR 3403 Nursing Care of Older Adults	3
NUR 3503 Women's Health/Newborn Nursing	3
NUR 4103 Evidence-based Complex Nursing Pract.*	3
NUR 4204 Nursing Care of Communities*	4
NUR 4303 Nursing Leadership	3
NUR 4403 Professional Nursing	3
Synthesis/Capstone	
Core Requirements:	31

*Clinical hours required

MSN Core Requirements	Credits
NUR 5003 Foundations of Advanced Practice	3
NUR 5013 Healthcare Informatics	3
NUR 5011 Research Sustaining	1
NUR 5021 Adv. Nursing Research Strategies II	1
NUR 5022 Adv. Nursing Research Strategies I	2
NUR 5032 Adv. Nursing Analysis	2
NUR 5043 Health Promotion & Disease Prevention	3
NUR 5053 Finance, Ethics, Org Behavior & Policy	3
NUR 5061 Capstone	1
NUR 5103 Adv. Pathophysiology	3
NUR 5111 Adv. Health Assessment	1
NUR 5112 Adv. Health Assessment Didactic	2
NUR 5113 Adv. Pharmacology Across the Lifespan	3
NUR 5042 Transition into Leadership	2
Core Requirements:	30

FNP Concentration Requirements	Credits
NUR 5123 Primary Care – Infants, Children & Adolescents - Didactic	3

NUR 5133 Primary Care of Adults - 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
Core Requirements:	16

HLC 3043 Mindfulness, Meditation, and Health	
Total	15

HLC | Health Coaching Courses

HLC 3003 Health and Wellness Coaching

In this course, students will study health coaching techniques and skills with an emphasis on practicing health coaching from a Christian perspective. A focus on the different health and wellness needs of individuals across the lifespan is covered.

HLC 3013 Health Behavior Change

This course begins with the study of positive psychology and provides students with a theoretical framework for guiding coaching clients through the process of behavior change associated with healthy living.

HLC 3023 Eating for Healthy Living

An examination of how dietary choices impact personal health and wellness is undertaken in this course. Behavioral and social factors that influence nutritional decisions are studied from a wellness coaching perspective.

HLC 3033 Physical Activity and Wellness

In this course, students will examine how physical activity and fitness influence health and chronic disease. Strategies for coaching for healthy fitness practices will be considered.

HLC 3043 Mindfulness, Meditation, and Health

Practices and tools that support balance and wellness will be examined. Students will learn about holistic and complementary approaches to health coaching along with Biblical references that support health and wellness.

NUR | Nursing Courses

NUR 3002 Health Tech & Informatics for Professionals

The course prepares the student to acquire and apply knowledge and skills from information and computer science to nursing and the health care delivery system. The course introduces students to the application of information systems in health care practice, education, and research. Hardware, software, databases, communication applications, computer developments, and associated legal and ethical issues are addressed. Students learn a wide range of appropriate clinical interaction with clinical information systems for making decisions and mitigating error, use of the Internet to inform themselves, peers, and their clients; and facilitate using the email to communicate and coordinate with the inter-professional team, clients and peers.

NUR 3003 Concepts of Professional Nursing

This course facilitates the transition of students into professional nursing. Students, registered nurses, are introduced to the values and concepts germane to professional nursing practice included in the Essentials of Baccalaureate Education for Professional Nursing Practice, ANA Social Policy Statement, ANA Clinical Standards, Code of Ethics with Interpretative Statements, and the professional roles of designers of care, coordinators of care, & managers of care. Included in the course, is a current update on the profession of nursing and health care delivery in the United States from a comprehensive array of perspectives & the importance of the Bluefield University's School of Nursing mission, purposes, program objectives, and expected program outcomes. Utilization of simulated and actual case studies will be emphasized.

Completion Sequence – RN to MSN

Fall Semester 1	Spring Semester 2
NUR 3003	3
NUR 3303	3
COR 3011	1
NUR 3103	3
NUR 3203	3
COR 3021	1
Total	14
Summer Semester 4	
CST 1423	3
NUR 4303	3
NUR 4403	3
CST 1103	3
ESS 2002	2
Total	14
Fall Semester 4	Spring Semester 5
NUR 5003	3
NUR 5022	2
NUR 5103	3
NUR 5113	3
Total	10
Summer Semester 6	
NUR 5032	2
NUR 5123	3
NUR 5143	3
Total	8
Fall Semester 7	Spring Semester 8
NUR 5061	1
NUR 5133	3
NUR 5153	3
NUR 5011	1
Total	8
Total	121

Health and Wellness Coaching Minor

Students pursuing the Health and Wellness Coaching Minor are required to complete a minimum of fifteen hours of coursework listed below.

HLC 3003 Health and Wellness Coaching
 HLC 3013 Health Behavior Change
 HLC 3023 Eating for Healthy Living
 HLC 3033 Physical Activity and Wellness

NUR 3103 Transcultural Nursing

This course facilitates students' expanding view of persons as individuals, families, groups, communities, and populations to enhance the quality of culturally, congruent, competent and equitable care that results in improved health and wellbeing. There will be a focus on the differences and similarities among cultures with respect to human care, health, and illness based on people's cultural values, beliefs, and practices.

NUR 3203 Pathophysiology

The course prepares the student to systematically approach complex clinical situations. Emphasis is focused on integration and application of pathophysiological concepts to holistic health care when clients and their families are experiencing stress. The nursing process of assessment, planning, implementation, and evaluation serves as the basis for examining individuals with pathologies requiring multiple and complex dimensions of professional nursing care.

NUR 3303 Health Assessment Across the Lifespan

This course will focus upon the development of expertise in the techniques related to completing a comprehensive health assessment. Emphasis is focused on acquisition, processing, and interpretation of data collected from clients across the lifespan. A physical, psychological, spiritual, and sociocultural approach is used that incorporates the client's needs, developmental level, response to life experiences, and state of wellness.

NUR 3403 Nursing Care of Older Adults

This course focuses on the normal aging process including healthy adults and frail adults. A holistic approach is used in addressing the psychological, sociocultural, physical, and spiritual factors in the context of the individual, family, group, community and population in providing care in a variety of settings where adults reside. The challenge of providing care for increasing aging populations will be examined.

NUR 3503 Women's Health & Maternal Newborn Nursing

This course focuses on the current healthcare challenges and issues of women's health with implications for professional nursing practice. Women's roles and responsibilities in society will be examined from a multi-dimensional viewpoint to facilitate self-awareness as health care providers and consumers.

NUR 4003 Nursing Research and Theory

This course examines the role of theory and research in nursing practice and health care. There is an overview and analysis of the research process including principles and concepts in using both quantitative and qualitative approaches with a continued focus on evidenced-based practice. The professional skills address valuing research as a foundation for professional practice, knowing the research proposal structural components, being consumers of research in developing the ability to critically read and evaluate research findings, and participating and collaborating as users of research.

NUR 4103 Evidenced-based Complex Nursing Practice

This course focuses on the complex nursing needs of clients including individuals, families, and groups, experiencing acute and chronic health alterations and the use of the nursing process as a framework for providing and managing nursing care in a variety of clinical settings. Students will examine the theoretical and research findings to critically appraise and establish the best practices based on evidence influencing the planning, delivery, and outcomes of

nursing care. Emphasis is on enhancing critical thinking skills to provide the highest quality of care in meeting the multifaceted needs of clients. Prerequisites: NUR 4003, NUR 4204

NUR 4204 Nursing Care of Communities

This course is directed to care for the community and aggregates as recipients of nursing care with a focus on rural communities. The course addresses the preventive health needs of at-risk populations and other aggregates in various community practice settings. Current public health problems, epidemiology, family and community crisis, trends in health care delivery and community resources are examined. Students analyze the sociocultural, physical, political, economic, ethical and environmental variables that influence community and global health. Application of concepts and skills is demonstrated in clinical experiences working with clients in community clinical agencies.

NUR 4303 Nursing Leadership

The course focuses on the nurse as a leader and change agent in the profession and health care delivery with special emphasis on rural health. The student will examine the evolution of nursing, nursing leaders as the vanguards of the profession, professional nursing organizations, group process, power, contemporary health care delivery including financial considerations, change theory, application of critical thinking skills, and responsibility and accountability of professional roles in healthcare delivery. Leadership and management principles will be investigated for application in professional nursing practice. Clinical experiences afford students the opportunity to apply leadership principles in a variety of clinical settings.

NUR 4403 Professional Nursing Synthesis/Capstone

This course, as the senior capstone course, focuses on trends and issues addressing the transition of students into professional nursing practice. The course will synthesize the essential affective, knowledge, and psychomotor domains, and clinical experiences acquired in the nursing courses and general education throughout the program to increase their responsibility and accountability in professional nursing practice. Through culminating learning experiences, students will assess their required competencies as the final program outcomes. Prerequisites: NUR 4003, NUR 4204.

NUR 4502 Special Topics in Nursing

This 16-week capstone course is designed to prepare graduating nursing students for the NCLEX-RN using a comprehensive approach that integrates ATI (Assessment Technologies Institute) resources, along with supplemental tools such as UWorld, Saunders, Kaplan, and Hurst. Emphasis is placed on clinical reasoning, content mastery, test-taking strategies, and simulated testing experiences. Students will complete practice exams, engage in case-based discussions, and receive individualized feedback to improve performance.

College of Science

BIOLOGY

For a bachelor's degree (B.S.) in Biology, a student must complete the general requirements, major requirements, and electives. Biology majors are required to complete Senior Seminar with a "C" or better and take a comprehensive test in their senior year. For students with majors in other departments, a minor in Biology is available. For those interested in the Biology Education 6-12 major (i.e. teacher licensure in Biology), see the *Teacher Education Handbook* for requirements.

Program Outcomes

Students who successfully complete the Biology program will be able to:

1. Demonstrate competency and proficiency in biology including the subfields of Biochemistry and Cell Energetics, Cellular Structure, Organization and Function, Molecular Biology and Genetics, Diversity of Organisms, Organismal Biology, Population Genetics and Evolution, Ecology, and Analytical Skills;
2. Evaluate and respond to scientific questions by analyzing data obtained through experimentation and/or the scientific literature;
3. Communicate biological concepts effectively orally and in writing;
4. Critically evaluate scientific, philosophical, and global & society issues from a Christian worldview; and
5. Display the ability to read, understand, and pronounce medical terms related to body systems, medical specialties, procedures, and tests.

Career Opportunities

- Biologist
- Pharmaceutical Sales
- Quality Control Specialist
- Research Assistant
- Healthcare

Modality

The BS in Biology program is offered on-campus in the classroom.

Degree Graduation Requirements

Students who seek to earn a BS in Biology must complete requirements in general education, Biology core requirements, and electives.

Degree Requirements	Credits
General Education Courses <i>(including the Required Courses for GE Options)</i>	39-42
Biology Core	43-45
Electives	36-38
Required for Graduation	120

COM 1023 Fundamentals of Speech	3
CST 1103 Biblical Perspectives	3
CST 1433 Developing the Christian Mind	3
Math or Science	3
Fine Arts/Humanities	6
Social or Behavioral Science	3
Degree Requirements (BA or BS/BSN)	6
ESS 2002 Personal Wellness	2
ESS Activity Course	1
COR 1011 Career Pathways I – Freshman Exp.	1
COR 1021 Career Pathways II – Freshman Exp.	1
COR 2011 Career Pathways III – Sophomore Exp.	1
COR 2021 Career Pathways IV – Sophomore Exp.	1
COR 3011 Career Pathways V – Junior Exp.	1
COR 3021 Career Pathways VI – Junior Exp.	1
TOTAL:	39-42

Required Courses for GE Options

(The courses listed below should be used to fulfill the categories indicated above and are required even if a transferred associate degree would waive the general education courses.)

General Education Requirement Math:

MAT 1213 College Algebra

Social Science Requirement

PSY 1013 Intro to Psychology

BS Degree Requirement Math/Science:

MAT 2023 Statistics and MAT 2033 Inferential Statistics OR
MAT 1514 Precalculus and MAT 1815 Calculus

Humanities

ENG 20XX Literature Course

Biology Core Requirements	Credits
Introductory Biology I and Lab (BIO103x or BIO111x)	4
Introductory Biology II and Lab (BIO 114x)	4
CHM 1013 and 1011 General Chemistry & Lab I	4
CHM 1023 & 1021 General Chemistry & Lab II	4
BIO 2223 Philosophical / Ethical Issues in Science	3
BIO 3111 Science Colloquium	1
BIO 2111, 2122, 2133 Biology Internship	3
BIO 2xxx Biology and Lab	4
BIO 3xxx Biology and Lab	4
BIO 4xxx Biology and Lab	4
Natural Science Elective (2000 or 3000 level)	3-4
Natural Science Elective (3000 or 4000 level)	3-4
BIO 4081 Senior Seminar	1
BIO 4091 Senior Seminar	1
Core Requirements:	43-45

Advising Recommendations: Pre-Physical Therapy/Occupational Therapy

Recommendations*	Credits
BIO 2013 Anatomy & Physiology I	3
BIO 2011 Anatomy & Physiology I Lab	1
BIO 2023 Anatomy & Physiology II	3
BIO 2021 Anatomy & Physiology II Lab	1
PHY 2014 General Physics	4
PHY 2024 General Physics II	4
Additional Psychology Course	3

General Education Courses	Credits
ENG 1013 Introduction to the Writing Process	3

BIO/CHM 3053 Biochemistry (with or without BIO/CHM 3061 lab)	3-4
BIO 1231 Biomedical Terminology	1
ESS 3301 Exercise Physiology Lab	1
ESS 3343 Kinesiology	3
ESS 3341 Kinesiology Lab	1

Additional Exercise and Sport Science Classes

*Recommendations used to help students choose classes to fill Biology Core Requirements and meet additional hours needed for "breadth of interest" while completing all admission requirements for graduate level programs in Physical Therapy and Occupational Therapy. Depending on course selections, students may be able to earn a minor in ESS Sport Medicine.

CHM1013/1011	4	CHM 1023/1021	4
MAT 2023 or MAT 1514	3/4	Natural Science 2/3xxx	4
CST 1433	3	PSY 1013	3
BIO 2xxx with Lab	4	BIO 2223	3
Total	15/16	Total	15

Semester 5	Semester 6
Natural Science 3/4xxx	4
MAT 2033 or 1815	3/5
BIO 3xxx with Lab	4
Elective	3
COR 3011	1
	COR 3021
Total	15/17
	Total

Semester 7	Semester 8
BIO 4081	1
BIO 2133	3
BIO 4xxx Biology/Lab	4
Elective	3
Elective	3
Total	14
	Total

Total	120
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Biology Minor

Students pursuing the Biology Minor are required to complete a minimum of twenty hours of coursework in Biology (BIO) courses.

Total	20
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Direct Application to the Master of Arts in Biomedical Science (MABS) Program

This pathway provides BU undergraduate students with a route for direct application to the MABS program (bypassing the more costly PostbacCAS application process). This program is for BU graduates with a B.S. in Biology who have completed the Pre-Med curriculum with no more than two grades below a C, and who have a minimal GPA of 3.3 both overall and in their science courses. To be eligible, these graduates must have completed at least two years (60 credit hours) of their undergraduate studies at BU. Other requirements include a full year (two semesters) of English courses. Applicants must also have significant clinical exposure in a medical setting through volunteering, internship/shadowing, or employment, and must be approved by the BSB-to-MABS Interview Committee (consisting of Biology and MABS faculty and administrators of both programs). Meeting these program benchmarks will enhance the likelihood of admission to the MABS program.

Rocovich Early Admission Program (REAP) to the Master of Health Science Anesthesia Program

This is a 3 + 2 program; that is, it calls for three years (90 credit hours) of undergraduate work (at last four semesters of which must be completed at BU), followed by the 28 month master's program, and resulting in both the B.S. and MSHA degree. This early admission will be allowed to up to five BU students, majoring in

Completion Sequence – Biology

Semester 1	Semester 2
ENG 1013	3
MAT 1213	3
COR 1011	1
ESS 2002	2
ESS Activity	1
Intro Biology I/Lab	4
Total	14
	Total
	17

Semester 3	Semester 4
COR 2011	1
	COR 2021
	1

Biology or other health science related majors, each school year, provided they meet the requirements. These include a minimum GPA of 3.4, both cumulative and in their science courses; completion of a list of specified courses with a grade of B or better; and a minimum of 40 community volunteer hours. Applicants will apply to the MHSA program directly through BU. Applications must be made by July 1 by rising juniors, and will be reviewed by the REAP Committee, which may include BU, VCOM, and MHSA faculty and advisors from health-related disciplines, and other appropriate faculty members and staff.

BIO | Biology Courses

BIO 1031 General Biology Lab

Laboratory course to accompany BIO 1033. Experiments and other laboratory activities designed to illustrate or reinforce concepts taught in BIO 1033. (Spring)

BIO 1033 General Biology

An introduction to the principles and concepts central to modern biology. Cannot be counted toward the Biology major. (Spring)

BIO 1111 Human Biology Lab

Laboratory course to accompany BIO 1113. Experiments and other laboratory activities designed to illustrate or reinforce concepts taught in BIO 1113. (Fall)

BIO 1113 Human Biology

An introductory course on the structures and functions of the human body. Cannot be counted toward the Biology major. (Fall and Summer)

BIO 1141 Fundamentals of Biology Lab

Laboratory course to accompany BIO 1143. Experiments and other laboratory activities designed to illustrate or reinforce concepts taught in BIO 1143. (Spring)

BIO 1143 Fundamentals of Biology

Introduction to basic concepts in biology for Biology majors. Topics include cell structure and function, cell division, reproduction, Mendelian genetics, survey of biological diversity, and scientific method. Prerequisite: BIO major or minor or EDU major; others by permission of instructor (Spring).

BIO 1231 Biomedical Terminology

Introduction to biomedical terminology through the study of prefixes, suffixes, and root words. (Spring)

BIO 2011 Anatomy & Physiology Lab I

Laboratory course to accompany BIO 2013. Experiments and other laboratory activities designed to illustrate or reinforce concepts taught in BIO 2013. Prerequisites: BIO 1113 or BIO 1143 OR an SAT score of at least 1000 or ACT equivalent or instructor's permission. (Every Fall)

BIO 2013 Anatomy & Physiology I

This course consists of a study of the structures and functions of the human body. First semester covers cells, tissues, the integument, skeletal system, muscular system, nervous system, and endocrine system. Prerequisite: BIO 1113 or BIO 1143 OR an SAT score of at least 1000 or ACT equivalent or instructor's permission. (Every Fall)

BIO 2021 Anatomy & Physiology Lab II

Laboratory course to accompany BIO 2023. Experiments and other laboratory activities designed to illustrate or reinforce concepts taught in BIO 2023. Prerequisites: BIO 1113 or BIO 1143 OR an SAT score of at least 1000 or ACT equivalent or instructor's permission. (Every Spring)

BIO 2023 Anatomy & Physiology II

A continuation of BIO 2013 covering digestion, metabolism, the respiratory system, circulatory system, urinary system, reproduction and development. Prerequisite: BIO 1113 or BIO 1143 OR an SAT score of at least 1000 or ACT equivalent or instructor's permission. (Every Spring)

BIO 2054 Zoology

Basic principles of animal biology with emphasis on morphology, physiology, and developmental features of the major phyla. Three hours of lecture and two hours of laboratory per week. Prerequisite: BIO 1143 & 1141. (On Demand)

BIO 2064 Botany

A study of the structure, function and development of the major plant groups. Three hours of lecture and two hours of laboratory per week. Prerequisite: BIO 1033 and 1031 or BIO 1143 and 1141 (On Demand)

BIO 2111, 2122, 2133 Biology Internship

See criteria for Internships. No more than 3 semester hours can be counted toward the major or minor. (Every Semester)

BIO 2223 Philosophical and Ethical Issues in Science

(Same as CHM 2223) This course will take a philosophical approach to examining the theory and practice of science and medicine. Emphasis will be placed on ethical issues that are relevant to contemporary society. (Spring, Even Years).

BIO 2501, 2502, 2503, 2504 Special Topics in Biology

The student will engage in class instruction, research, or analysis of specific topics in Biology. Credits to be determined by course content. May be repeated for credit with a change in topic. (On Demand)

BIO 3003 Immunology

An introduction to the immune system including the production and structure of immunoglobulins, the immune response, development of immunity to infection, autoimmunity, and rejection of transplants. Prerequisite: BIO 2023 and 2021 or Instructor's Permission. (Fall, Even Years)

BIO 3021, 3022, 3023 Academic Internship

The student will assist course instructors through tutoring, preparation and performance of laboratory exercises, and supervision of exams and video presentations. The student may also teach a class session. Prerequisite: JR/SR Standing and permission of the College or School Dean.

BIO 3034 Microbiology

A study of the morphology, taxonomy, and physiology of bacteria and other microorganisms, and the techniques used in this field. Three hours of lecture and two hours of laboratory per week. Prerequisites: BIO 1143, 1141 and CHM 1024 or Instructor's Permission. (Fall)

BIO 3044 Ecology

A study of the principles governing interactions between organisms and their environment. Three hours of lecture and two hours of laboratory per week. Prerequisite: BIO 1033 and 1031 or BIO 1143 and 1141 or Instructor's Permission. (On Demand)

BIO 3053 Biochemistry (same as CHM 3053)

Structural biochemistry, metabolism, nutrition, and energy relationships are studied. Three hours of lecture per week. Prerequisite: CHM 2014 or Instructor's Permission. (Spring, Even Years)

BIO 3061 Biochemistry Laboratory (same as CHM 3061)

An introduction to biochemistry laboratory methods. One three-hour laboratory per week. Prerequisite: BIO 3053 or taken concurrently. (Spring, Even Years)

BIO 3111 Science Colloquium (same as CHM 3111)

This course will develop the student's ability to critically examine published primary research in biology and/or chemistry. May be repeated for credit. (Every Spring)

BIO 3234 Parasitology

A study of the parasites of human importance, including the life cycles, means of infection, diseases they cause, and the treatment and prevention of these diseases. Prerequisite: BIO 1143 and 1141 or Instructor's Permission. (Fall, Even Years)

BIO 3501, 3502, 3503 Directed Study in Biology

A specialized course of study for qualified students. The credit hours are determined by the nature of the study. (On Demand)

BIO 4014 Genetics

Study of the mechanisms of inheritance, mutation, mapping, recombination, expression, regulation, population genetics, and evolution. Three hours of lecture and one two-hour lab per week. Prerequisite: JR/SR Standing. (Spring, Odd Years)

BIO 4024 Molecular Cell Biology

A laboratory-oriented course on the fundamental experimental tools and techniques of molecular biology, including DNA isolation, gene cloning, and polymerase chain reaction. Prerequisite: JR/SR Standing and CHM 2024 or Instructor's Permission. (Fall, Odd Years)

BIO 4081, 4091 Senior Seminar

Seniors will be required to research scientific literature, write a thesis, and make oral presentations.

BIO 4501, 4502, 4503, 4504 Special Topics in Biology

The student will engage in class instruction, research, and analysis of specific topics under the direction of a faculty member. Credit will be determined by the course content. (On Demand)

CHM | Chemistry Courses

CHM 1011 General Chemistry Lab I

Laboratory course to accompany CHM 1013. Experiments and other laboratory activities designed to illustrate or reinforce concepts taught in CHM 1013. (Every Fall)

CHM 1013 General Chemistry I

A study of the principles of chemistry and the properties of the elements and inorganic compounds. (Every Fall)

CHM 1021 General Chemistry Lab II

Laboratory course to accompany CHM 1023. Experiments and other laboratory activities designed to illustrate or reinforce concepts taught in CHM 1023. (Every Spring)

CHM 1023 General Chemistry II

A continuation of CHM 1013. Key topics include equilibria, thermodynamics, and kinetics. (Every Spring)

CHM 1221 Introductory Organic and Biochemistry Lab

Laboratory course to accompany CHM 1223. Experiments and other laboratory activities designed to illustrate or reinforce concepts taught in CHM 1223. (Fall)

CHM 1223 Introductory Organic and Biochemistry

A study of the fundamental principles of matter, carbon-based molecules, functional groups, and their relationship to pharmaceutical drugs and the chemistry of living organisms. Basic biomolecule classifications are surveyed and studied in regard to their use in metabolism. Appropriate for nursing and exercise sports science students, not for pre-medical school students. (Fall)

CHM 2014 Organic Chemistry I

A study of the molecules and methods of organic chemistry, including structure, nomenclature, stereochemistry, properties, and reactions of the major functional groups. Three hours lecture, one three-hour laboratory. Prerequisite: CHM 1023 and 1021. (Every Fall)

CHM 2024 Organic Chemistry II

A continuation of CHM 2014. Several laboratory periods are devoted to qualitative organic analysis. Prerequisite: CHM 2014. Three hours lecture, one three-hour laboratory. (Every Spring)

CHM 2033 Chemistry and Culture

The basic concepts and applications of chemistry in today's society. (Every Spring)

CHM 2201, 2202, 2203, 2204 Special Topics in Chemistry

The student will engage in class instruction, research, or analysis of specific topics in Chemistry. Credits to be determined by course content. May be repeated for credit with a change in topic (on demand).

CHM 2223 Philosophical and Ethical Issues in Science (same as BIO 2223)

This course will take a philosophical approach to examining the theory and practice of science and medicine. Emphasis will be placed on ethical issues that are relevant to contemporary society. (Spring, Even Years)

CHM 2501, 2502, 2503 Chemistry Internship

Variable credit. See criteria for Internships.

CHM 3014 Quantitative and Instrumental Analysis

An introduction to the theory and practice of quantitative analytical techniques and the instrumentation and techniques of IR, NMR, MS, and UV-Vis Spectroscopy. Two hours lecture, two three-hour laboratory periods. Pre- or Co-requisite: CHM 2014. (Fall, Odd Years)

CHM 3021, 3022, 3023 Academic Internship

The student will assist course instructors through tutoring, preparation and performance of laboratory exercises, and supervision of exams and video presentations. The student may

also teach a class session. Prerequisite: JR/SR Standing and permission of the College or School Dean.

CHM 3053 Introduction to Biochemistry (Same as BIO 3053)

A study of the chemistry and function of carbohydrates, lipids, and proteins; and the details of enzyme kinetics and metabolic pathways. Three hours lecture. Prerequisite: CHM 2024. (Spring, Even Years)

CHM 3061 Biochemistry Laboratory (Same as BIO 3061)

An introduction to biochemistry laboratory methods. One three-hour laboratory period each week. Pre- or Co-requisite: CHM 3053. (Spring, Even Years)

CHM 3111 Science Colloquium (same as BIO 3111)

This course will develop the student's ability to critically examine published primary research in biology and/or chemistry.

CHM 3501, 3502, 3503 Directed Study in Chemistry

An opportunity to explore topics of interest under the direction of a faculty member. Variable credit. Prerequisite: JR Standing. (On Demand)

CHM 4081, 4091 Senior Seminar

Seniors will be required to research scientific literature, write a thesis, and make oral presentations.

CHM 4103 Research in Chemistry

The student will engage in laboratory research under supervision of the Chemistry faculty and will prepare a final written research report. Variable credit. Prerequisite: JR Standing. (Fall, Even Years)

CHM 4502, 4503, 4504 Special Topics in Chemistry and Biochemistry

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 specialized areas in Chemistry. Variable credit. May be taken more than once. Prerequisite: JR/SR Standing. (Spring, Odd Years, On Demand)

EXERCISE & SPORT SCIENCE

The mission of the Exercise and Sport Science Department is to enable students to pursue career goals in the field of sports medicine. Often, professional careers sought by ESS majors require additional training in the form of certification and/or graduate school. Students who concentrate in the area of Sports Medicine will complete academic courses and internships which will prepare them for certifications such as the American College of Sports Medicine Certified Exercise Physiologist and the National Strength and Conditioning Association Certified Strength and Conditioning Specialist. The Sports Medicine curriculum can also be personalized to prepare students for additional studies in a wide array of professional/graduate programs.

Program Outcomes

Students who successfully complete the Exercise and Sports Science: Sports Medicine program will be able to:

1. Demonstrate the knowledge, skills and abilities required to perform fitness evaluations in the following domains: cardiovascular, body composition, and muscular fitness;
2. Demonstrate the knowledge, skills, and abilities required to prescribe exercise routines that target the following

domains: cardiovascular, body composition, and muscular fitness; and

3. Demonstrate proficiency in communicating the essential aspects of Sports Medicine.



Career Opportunities

- Nutritionist
- Strength and Conditioning Coach
- Military/Law Enforcement Tactical Strength and Conditioning Facilitator
- Personal Trainer
- Wellness and Fitness Industry Professional
- Sports Coach
- Exercise Physiologist
- Government Health Promotion Professional

Modality

The Bachelor of Science in Exercise Sport Science program is offered in the on-campus classroom.

Degree Graduation Requirements

Students who seek a Bachelor of Science in Exercise and Sports Science must complete General Education Requirements, Core Requirements, and Electives for a total of 120 credit hours.

Degree Requirements	Credits
General Education Courses <i>(including the Required Courses for GE Options)</i>	39
ESS Sports Medicine Core	43
Electives	38
Required for Graduation	120

General Education Courses	Credits
ENG 1013 Introduction to the Writing Process	3
COM 1023 Fundamentals of Speech	3
CST 1103 Biblical Perspectives	3
CST 1433 Developing the Christian Mind	3
Math or Science	3
Fine Arts/Humanities	6
Social or Behavioral Science	3
Degree Requirements (BA or BS/BSN)	6
ESS 2002 Personal Wellness	2
ESS Activity Course	1
COR 1011 Career Pathways I – Freshman Exp.	1
COR 1021 Career Pathways II – Freshman Exp.	1
COR 2011 Career Pathways III – Sophomore Exp.	1

COR 2021 Career Pathways IV – Sophomore Exp.	1
COR 3011 Career Pathways V – Junior Exp.	1
COR 3021 Career Pathways VI – Junior Exp.	1
TOTAL:	39

Required Courses for GE Options

(The courses listed below should be used to fulfill the categories indicated above and are required even if a transferred associate degree would waive the general education courses.)

GE Science:

CHM 1223 & CHM 1221 Intro to Organic & Biochemistry & Lab or CHM 1013 & CHM 1011 General Chemistry I & Lab**

BS Degree Requirement Science:

BIO 1113 & BIO1111 Human Biology & Lab**

BS Degree Requirement for Math

MAT 1213 College Algebra I

General Education Requirement for Social Science

PSY 1013 Intro to Psychology**

**ESS majors concentrating in Sports Medicine must complete these courses with a grade of C or higher prior to beginning the Sports Medicine curriculum.

Additional Math	3	ESS 3343	3
Fine Arts	3	ESS 3341	1
		Elective	3
Total			15

Semester 5	Semester 6
COR 3011	1 COR 3021
ESS 3303	3 ESS 3403
ESS 3301	1 ESS 4213
ESS 3023	3 Elective
HEA 3513	3 Elective
Elective	3 Elective
Total	14

Semester 7	Semester 8
ESS 4223	3 ESS 4206
ESS 4313	3 Elective
ESS 3063	3 Elective
ESS 3061	1 Elective
Elective	3 Elective
Elective	3
Total	16

Total	120
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Exercise and Sports Science Minor

Students pursuing the Minor in Exercise & Sports Science are required to complete eighteen hours of coursework.

Students desiring a minor in Exercise and Sports Science must first consult with the ESS Department Chair to develop a proposed plan of course work. This plan shall include a minimum of 18 hours of course work with at least 9 hours of classes at the 3000 or 4000 level.

As the majority of ESS courses available for the minor are selected from the Sports Medicine progression, students minoring in ESS must complete the **Required Courses for GE Options with a grade of C or higher prior to beginning the Sports Medicine curriculum.

Total	18
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ESS | Exercise Science Courses

ESS 1041 Beginning Weight Training and Conditioning

This course is designed to provide students with the knowledge and skills necessary to understand and participate in weight training. (On Demand)

ESS 1131 Exercise Leadership

This course is designed to instruct students of exercise and sport science practical skills necessary to teach group exercise classes. The course focuses on the specific exercises and techniques needed for moving to music, designing choreography, and cueing. Students are also provided the opportunity to explore the most popular varieties of group exercise classes. **ESS majors concentrating in Sports Medicine must complete these courses with a grade of C or higher prior to beginning the Sports Medicine curriculum or instructor's consent. (Spring)

Completion Sequence – Sports Medicine

Semester 1	Semester 2
COR 1011	1 COR 1021
ENG 1013	3 ESS 2603
BIO 1113	3 Wellness Activity
BIO 1111	1 ESS 2002
COM 1023	3 PSY 1013
Elective	3 MAT 1213
	Elective
Total	14
	Total
	16

Semester 3 Semester 4

COR 2011	1 COR 2021
CST 1433	3 ESS 2233
CHM 1011	1 ESS 1131
CHM 1013	3 Humanities

ESS 1211 Yoga

This course is designed to introduce students, safely and accessibly, to the basic techniques, breathing postures, and relaxation methods of yoga. Foundational techniques will be used to promote flexibility, practice alignment, and develop strength in the body. (Every Semester)

ESS 1301 Cardiovascular Conditioning

The purpose of this class is to assist the student in the improvement of their cardiovascular fitness through running/jogging/walking. This course also seeks to increase the student's knowledge of training methods so that they may develop their own programs. (On Demand)

ESS 1581 Fitness Fundamentals

This course is designed to provide students with the basic skills and information needed to begin a personalized exercise program and maintain an active and healthy lifestyle. In this course, students explore the benefits of physical activity, as well as the techniques, principles, and guidelines of cardiovascular training, muscular strength endurance, and flexibility in order to create and maintain a healthy lifestyle. (Every Semester)

ESS 1591 Fitness for the Athlete

Students participating in Bluefield University Intercollegiate Athletic programs will be granted wellness course credit for a single season of participation during that season of play. Students will be required to participate in sport-specific training and responsibilities set forth by the athletic department. Special Requirements: only available for in-season athletes only; Students may not use multiple seasons to earn multiples credits.

ESS 2002 Personal Wellness

Study of health needs and current health problems for the individual and community designed to foster understanding of attitudes and skills needed to make choices leading to increased quality and quantity of life. Due to the physical, psychological, and relational benefits that may result from this course, students are urged to enroll in their first year. (Offered Fall and Spring) This class is accompanied by a one credit Wellness Activity Course (ESS 1041, ESS 1101, ESS 1131, ESS 1211, ESS 1251, ESS 1301, ESS 1361, ESS 1571, ESS 1571, ESS 1581, ESS 1591) Note prerequisites on the ESS courses.

ESS 2233 Motor Learning

An examination of the processes underlying the acquisition of motor skill performance and the practical application of motor learning principles in teaching, coaching and exercise science settings. **ESS majors concentrating in Sports Medicine must complete these courses with a grade of C or higher prior to beginning the Sports Medicine curriculum or instructor's consent. (Spring)

ESS 2253 Theory of Coaching Basketball and Track

Basic skills, theories, practices, rules analysis, and techniques for coaching. Prerequisite: ESS 2113. (On Demand)

ESS 2263 Theory of Coaching Baseball and Football

Theory and practice in the fundamentals as well as review of the various systems and types of strategies. Prerequisite: ESS 2113. (On Demand)

ESS 2273 Theory of Coaching Volleyball and Softball

Theory and practice in the fundamentals as well as review of the various systems of play. Prerequisite: ESS 2113. (On Demand)

ESS 2603 Foundations of Exercise and Sport Science

This course investigates the scientific underpinnings of Exercise and Sports Science as well as various careers available to Exercise and Sport Science students. (Spring)

ESS 3023 Assessment of Athletic Injuries

Students will explore the role of the athletic trainer and coaches in the prevention, recognition, and treatment of injuries to athletes. The course will emphasize the immediate care of serious and life threatening injuries and illnesses and recognition, immediate treatment, secondary treatment, and rehabilitation of common athletic injuries. Students will learn various basic techniques of taping, wrapping, bracing, and pad construction, and the use of selected basic treatment modalities. This course will give students a comprehensive foundation and introduction into the basics of athletic training, principles of first aid, safety, and CPR. Prerequisite: ESS 3343/3341 or instructors consent - **ESS majors concentrating in Sports Medicine must complete these courses with a grade of C or higher prior to beginning the Sports Medicine curriculum or instructor's consent. (Fall)

ESS 3061 Exercise Testing and Prescription Lab

This lab covers clinical exercise physiology topics needed to understand and apply the foundational principles for fitness testing in special populations. **ESS majors concentrating in Sports Medicine must complete these courses with a grade of C or higher prior to beginning the Sports Medicine curriculum or instructor's consent. Must be taken concurrently with ESS 3063. (Fall)

ESS 3063 Exercise Testing and Prescription

This course covers exercise physiology and related topics in exercise science needed to understand and apply the foundational principles for fitness testing and exercise programming. In addition, human behaviors related to exercise adherence and proper nutrition are explored. Finally, this course investigates important aspects of program administration associated with personal training. **ESS majors concentrating in Sports Medicine must complete these courses with a grade of C or higher prior to beginning the Sports Medicine curriculum or instructor's consent. Must be taken concurrently with ESS 3061. (Fall)

ESS 3301 Exercise Physiology Lab

This course is designed to provide students with experience in basic laboratory techniques for Exercise Physiology. Emphasis is given to physiological adjustments and changes occurring in the human organism as a result of physical activity. **ESS majors concentrating in Sports Medicine must complete these courses with a grade of C or higher prior to beginning the Sports Medicine curriculum or instructor's consent. Must be taken concurrently with ESS 3303. (Fall)

ESS 3303 Exercise Physiology

This course gives emphasis to physiological adjustments and changes occurring in the human organism as a result of physical activity. The physiology of muscular contraction and the roles of the circulatory and respiratory systems in exercise are included. **ESS majors concentrating in Sports Medicine must complete these courses with a grade of C or higher prior to beginning the Sports Medicine curriculum or instructor's consent. Must be taken concurrently with ESS 3301. (Fall)

ESS 3341 Kinesiology Lab

This course is designed to provide students with experience in basic laboratory techniques for Kinesiology. Emphasis is given to a study

of human movement from the point of view of the physical sciences, including the relationship of anatomy to the mechanics of movement. **ESS majors concentrating in Sports Medicine must complete these courses with a grade of C or higher prior to beginning the Sports Medicine curriculum or instructor's consent. Must be taken concurrently with ESS 3343. (Spring)

ESS 3343 Kinesiology

Emphasis is given to biomechanical factors occurring in the human organism during physical activity. Must be taken concurrently with ESS 3341. **ESS majors concentrating in Sports Medicine must complete these courses with a grade of C or higher prior to beginning the Sports Medicine curriculum or instructor's consent. (Spring)

ESS 3403 Tests and Measurements for Exercise and Sports Science

This course includes experiences in the development and application of various tests and evaluation techniques and their uses in Exercise and Sports Science measurement and evaluation. **ESS majors concentrating in Sports Medicine must complete these courses with a grade of C or higher prior to beginning the Sports Medicine curriculum or instructor's consent. (Spring)

ESS 3501, 3502, 3503 Directed Studies in Exercise and Sports Science

This course offers the student the opportunity to explore topics of interest under the direction of a faculty member. Variable credit. Prerequisites: JR standing and Instructor's Permission. (On Demand)

ESS 4206 Sports Medicine Internship

The student is placed in a clinical, hospital based, and/or wellness and fitness setting under the supervision of an exercise specialist, physical therapist, physician, or other professional allied health worker. Observation and guided hands-on practice are provided in the conducting of physiologic assessments, exercise recommendations, and supervised exercise sessions. Textbook and classroom material will emphasize EKG interpretation, metabolic calculations, and applied exercise physiology concepts. This experience is designed to help prepare students for American College of Sports Medicine Certified Exercise Physiologist exam which students are strongly encouraged to take upon course completion. Placement is for 15 weeks. Prerequisites: ESS 2023, 2073, 3303, 3403, 3343, 4223 and possession of an appropriate liability insurance policy. See Sports Medicine Prerequisites above. See Criteria for Internships. (Spring)

ESS 4213 Sport Psychology

An overview of essential psychological considerations involved in athletic participation, athletic training, and coaching athletic teams. **ESS majors concentrating in Sports Medicine must complete these courses with a grade of C or higher prior to beginning the Sports Medicine curriculum or instructor's consent. (Fall)

ESS 4223 Therapeutic Exercise

A study of clinical sports therapy techniques used in the rehabilitation and reconditioning of musculoskeletal disorders. The course includes goniometry, manual muscle testing, therapeutic and resistance exercises, and proprioceptive neuromuscular facilitation. **ESS majors concentrating in Sports Medicine must complete these courses with a grade of C or higher prior to beginning the Sports Medicine curriculum or instructor's consent. (Fall)

ESS 4313 Foundations of Strength & Conditioning

The study of current principles and procedures essential to strength training and conditioning practices. Emphasis is placed on the development and practical applications of aerobic conditioning, joint flexibility, and muscular strength, power and endurance programs. **ESS majors concentrating in Sports Medicine must complete these courses with a grade of C or higher prior to beginning the Sports Medicine curriculum or instructor's consent. (Fall)

ESS 4413 Internship in Strength & Conditioning

This course is offered concurrently with ESS 4313 and involves the placement of the student in a wellness or fitness center under the supervision of an Exercise Physiologist or Certified Strength & Conditioning Specialist. Observation and guided hands-on practice is provided in the area of strength training and conditioning while applying the physiological foundations of strength & conditioning. **ESS majors concentrating in Sports Medicine must complete these courses with a grade of C or higher prior to beginning the Sports Medicine curriculum or instructor's consent. (On Demand)

ESS 4501, 4502, 4503 Special Topics in ESS

The student will engage in various modalities of instruction, research and analysis of specific topics with a view to providing a more in-depth knowledge and understanding of such areas of concern. Prerequisite: JR/SR Standing. (On Demand)



FORENSIC SCIENCE

The Bachelor of Science degree in Forensic Science is a demanding interdisciplinary degree that includes coursework from the fields of science and criminal justice. Forensic Science students must complete the general requirements, major requirements, and electives.

Program Outcomes

Students who successfully complete the Forensic Science program will be able to:

1. Learn law enforcement procedures for crime scene evidence collection and analysis.
2. Describe various types of evidence used in criminal trials.
3. Practice data collection and reporting.
4. Use instrumentation common to forensic laboratories.

Career Opportunities

- Analyst in Forensic Science Laboratory
- Teacher/Professor (with graduate degree)
- Crime Scene Investigator

Modality

The Bachelor of Science in Forensic Science program is offered in the on-campus classroom and laboratory.

Degree Graduation Requirements

Students who seek a BS in Forensic Science must complete requirements in general education, and the core for a total of 120 credit hours.

Degree Requirements	Credits
General Education Courses <i>(including the Required Courses for GE Options)</i>	39
Forensic Science Core	42
Recommended Electives	39
Required for Graduation	120

General Education Courses	Credits
ENG 1013 Introduction to the Writing Process	3
COM 1023 Fundamentals of Speech	3
CST 1103 Biblical Perspectives	3
CST 1433 Developing the Christian Mind	3
Math or Science	3
Fine Arts/Humanities	6
Social or Behavioral Science	3
Degree Requirements (BA or BS/BSN)	6
ESS 2002 Personal Wellness	2
ESS Activity Course	1
COR 1011 Career Pathways I – Freshman Exp.	1
COR 1021 Career Pathways II – Freshman Exp.	1
COR 2011 Career Pathways III – Sophomore Exp.	1
COR 2021 Career Pathways IV – Sophomore Exp.	1
COR 3011 Career Pathways V – Junior Exp.	1
COR 3021 Career Pathways VI – Junior Exp.	1
TOTAL:	39

Required Courses for GE Options

(The courses listed below should be used to fulfill the categories indicated above and are required even if a transferred associate degree would waive the general education courses.)

Math/Science Category

- MAT 1213 College Algebra I
- BS Degree Requirement for Science
- BIO 1143 Fundamentals of Biology
- BS Degree Requirement for Math
- MAT 2023 Intro to Statistics

Forensic Science Core Requirements	Credits
BIO 1143 & BIO 1141 Fundamentals of Biology & Lab	4
BIO 2013 & BIO 2011 Anatomy and Physiology I	4
BIO 4014 Genetics	4
CHM 1013 & CHM 1011 General Chemistry I	4
CHM 1023 & CHM 1021 General Chemistry II	4
CHM 2014 Organic Chemistry I	4
CHM 3014 Quantitative & Instrumental Analysis	4

CRJ 2013 Intro to Criminal Justice	3
CRJ 3083 Forensic Science	3
CRJ 3183 Forensic Science Internship	3
CRJ 3303 Criminal Investigation	3
BIO/CHM 4081 Senior Seminar	1
BIO/CHM 4091 Senior Seminar	1

Core Requirements: **42**

Highly Recommended Electives	Credits
BUS 2313 Program Design and Development	3
MAT 2033 Inferential Statistics	3
PHY 2014 General Physics I	4
PHY 2024 General Physics II	4
BIO 4024 Molecular Cell Biology	4
CRJ 2203 Criminology	3
CRJ 4123 Substantive Criminal Law	3
CHM 2024 Organic Chemistry II	4
BIO/CHM 3053 Biochemistry	3
BIO/CHM 3061 Biochemistry Lab	1
BIO 2021 Anatomy and Physiology II Lab	1
BIO 2023 Anatomy and Physiology II	3
BIO 3034 Microbiology	4

Core Requirements: **40**

Completion Sequence – Forensic Science

Semester 1	Semester 2
ENG 1013	3
COR 1011	1
MAT 1213	3
CHM 1013	3
CHM 1011	1
COM 1023	3
	COR 1021
Total	14
Total	15

Semester 3	Semester 4
Fine Arts/Hum.	3
CHM 2014	4
CST 1103	3
BIO 2013	3
BIO 2011	1
Elective/MAT 2033	3
COR 2011	1
	COR 2021
Total	18
Total	15

Semester 5	Semester 6
COR 3011	1
CST 1433	3
Elective/PHY 2014	4
Elective	3
CHM3014	4
	CRJ 3183
Total	15
Total	14

Semester 7	Semester 8
Fine Arts/Hum.	3
BIO 4081	1
Elective/BIO 4024	4
Elective	3
Elective	3
	Elective
Total	14
Total	15

Total	120
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Minor in Forensic Science

Students pursuing a Minor in Forensic Science are required to complete twenty-one hours of coursework.

CHM 1013/1011 General Chemistry and Lab I
 BIO 1143/1141 Fundamentals of Biology and Lab
 Choose One:
 BIO 4014 Genetics or
 BIO 4024 Molecular Cell Biology
 CRJ 2013 Intro to Criminal Justice
 CRJ 3083 Forensic Science
 CRJ 3033 Criminal Investigation

Total	21
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HEALTH

Minor in Health

Students pursuing a Minor in Health are required to complete eighteen hours of coursework.

HEA 3413 Human Sexuality
 HEA 3513 Nutrition and Metabolism
 HEA 3523 Stress Management
 HEA 4003 Seminar in Drug and Health Education
 HEA 4503 Special Topics
 Elective (selected from ESS, SOC, PSY, BIO; or CHM)

Courses selected from Sociology, Psychology, or Exercise and Sport Science may be selected to replace one of the Health courses listed with permission of ESS Department Chair.

If a student majoring in Exercise and Sport Science elects a minor in health, courses must be added to include courses not required in the major.

Total	18
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HEA | Health Courses

HEA 2023 Health Psychology (Same as PSY 2023)

This course will examine cognitive, behavioral, and biological approaches to health psychology. (On Demand)

HEA 3413 Human Sexuality (Same as PSY/SOC 3413)

This course examines the biological, social, and personal aspects of human sexual identity and behavior. An examination will be made of sex education in the schools. (Fall)

HEA 3513 Nutrition and Metabolism

A study of the principles of nutrition and metabolism with emphasis given to understanding the role nutrition plays in the health and wellness of the individual. (On Demand)

HEA 3523 Stress Management (Same as PSY/SOC 3523)

This course examines the physiological, psychological, and interpersonal effects of stress. A variety of healthful coping mechanisms are identified with emphasis placed on students' developing effective personal coping strategies. (On Demand)

HEA 3603 Methods of Teaching K-12 Health Education

This course will prepare future educators to develop developmentally appropriate health lessons using fundamental instructional skills, teaching practices, and strategies for a K-12 school setting.

HEA 4003 Seminar in Drug and Health Education

In-depth analysis of pharmacology, the drug user, and drug-related problems in our society. Emphasis is given to the teacher's, coach's, and athletic trainer's role in assisting students and athletes in decision-making processes. (On Demand)

HEA 4503 Special Topics in Health

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. Prerequisite: JR/SR Standing. (On Demand)

MATHEMATICS

Bluefield University offers a minor in Mathematics in which students must complete twenty credit hours of coursework.

Mathematics Minor

MAT 1815 Calculus I
 MAT 1825 Calculus II
 MAT 2814 Calculus III
 MAT 2913 Elementary Linear Algebra
 MAT 3003 Introduction to Differential Equations

Total	20
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Advanced Placement credit in calculus and statistics will be awarded according to the following guidelines.

Test	Score	Credits	Placement
Calculus AB	3	3 General Education Math	MAT 1815
	4-5	3 First Semester Calculus	MAT 1825
Calculus BC	3	3 First Semester Calculus	MAT 1825
	4-5	6 First Year Calculus	MAT 2814
Statistics	3-5	MAT 2023 or 2033 (3)	N/A

MAT | Math Courses

MAT 0113 Fundamental Concepts in Mathematics

A review of basic mathematics concepts including number systems and their properties, fractions and fractional arithmetic, decimal representations, percent, order of operations, and applications to solving simple equations. Carries institutional credit only; cannot be used to meet the 120 hours required for graduation. Students placed in this course must pass this course and MAT 0123 before enrolling in MAT 1213 or higher. Prerequisite: Placement by the Mathematics Department. (Fall)

MAT 0123 Foundations of Algebra

A review of beginning algebra concepts including solving simple equations, inequalities, exponents, polynomial expressions, factoring, rational expressions, roots and radicals. Carries institutional credit only; cannot be used to meet the 120 hours

required for graduation. Students placed in MAT 0123 must pass this course before enrolling in MAT 1213 or higher. Prerequisite: MAT 0113 or placement by the Mathematics Department. (Fall and Spring)

MAT 1213 College Algebra I

Linear, quadratic, and higher degree polynomial, rational, exponential, and logarithmic functions and equations, and applications of these concepts. Prerequisite: MAT 0123 or placement by the Mathematics Department. (Every Semester)

MAT 1223 College Algebra II

Elementary linear and matrix algebra, linear programming, polynomial, rational, and trigonometric functions, elementary sequences and series, and applications of these concepts. Prerequisite: MAT 1213.

MAT 1233 Mathematics of Finance

An introduction to the basic mathematics of finance. Topics covered are simple interest, bank discount, compound interest, annuities and applications of annuities. The course requires the use of a calculator and may involve exercises using an Excel spreadsheet. Prerequisite: MAT 0123 or placement by the Mathematics Department. (Every Semester)

MAT 1514 Precalculus

Conic sections, linear, absolute value, quadratic, polynomial, rational, exponential, logarithmic, and trigonometric functions, with the specific intent to provide the foundation to succeed in calculus and later courses. Prerequisite: MAT 1213 or MAT 1223 with a grade of "B" or better, or placement by the Mathematics Department. (On Demand)

MAT 1601 Introduction to CAS

An introduction to Computer Algebra Systems (CAS) in the context of differential calculus using the software Mathematica. Class meets for two hours each week in a computer lab with a lab format. Must be taken concurrent with or after MAT 1815 or an equivalent course. Prerequisite: MAT 1514 or an equivalent course. Corequisite: MAT 1815.

MAT 1815 Calculus I

Limits, continuity, derivatives, differentiation, applications of the derivative, definite and indefinite integrals. Prerequisite: MAT 1514 or equivalent course with a grade of "C" or better, or placement by the Math Department. (On Demand)

MAT 1825 Calculus II

A continuation of MAT 1815 covering inverse functions, definite and indefinite integrals of transcendental functions (trigonometric, exponential, logarithmic, inverse trigonometric), applications of integration, techniques of integrations (substitution, integration by parts, trigonometric integrals and substitutions, partial fraction decomposition), limits of indeterminate forms, improper integrals, and infinite series. Prerequisite: MAT 1815 or equivalent course with a grade of "C" or better, or Instructor's Permission.

MAT 2023 Introduction to Statistics

Introduction to descriptive statistics and probability, including graphical representations of data, measures of central tendency, variance, and position, Exploratory Data Analysis, basic probability and counting rules, and discrete and normal probability distributions. Prerequisite: MAT 0123 or placement by the Mathematics Department. (Every Semester)

MAT 2033 Inferential Statistics

Continuous probability distributions, confidence intervals, hypothesis testing by the traditional and p-value methods, correlation and regression, chi-square tests, and analysis of variance (ANOVA). Prerequisite: MAT 2023 or MAT 1213. (Spring)

MAT 2201, 2202, 2203 Special Topics in Mathematics

The student will engage in class instruction or analysis of specific topics in Mathematics. Credits to be determined by course content. May be repeated for credit with a change in topic. Prerequisite: Instructor's Permission.



MAT 2814 Calculus III

Vector geometry of the plane and space, complex numbers, calculus of parametric representations, calculus in polar coordinates, calculus of vector functions, partial differentiation, multiple integration, cylindrical and spherical coordinate systems. Prerequisites: MAT 1825 or equivalent course with a grade of "C" or better, or Instructor's Permission.

MAT 2913 Elementary Linear Algebra

Matrices and systems of linear equations, determinants, vectors and vector spaces, and the eigenvalue problem. Prerequisites: MAT 1514 or Instructor's Permission.

MAT 3003 Introduction to Differential Equations

Introduction to ordinary differential equations, first-order equations, second and higher-order linear equations, and first-order systems of linear equations. Prerequisite: MAT 1825 and MAT 2913.

MAT 3103 Introduction to Mathematical Proof

An introduction to the techniques of writing mathematical proofs in the context of discrete mathematics and abstract algebra, including propositional calculus, mathematical logic, mathematical induction, elementary set and number theory, and equivalence relations. Emphasis is placed on proof-writing, reading, and expository writing in the discipline. Prerequisite: Junior status or Instructor's Permission.

MAT 3111, 3112, 3113 Academic Internship in Mathematics

This Internship provides the opportunity for juniors and seniors to participate in college-related career training. The Internship can be completed by participating in a mathematics-related activity requiring the significant use of college-level mathematics. One example is tutoring in the ACE during the course of a semester. Students will receive variable credit based on time spent at the

activity during the term. The student can collect no more than 10 semester hour credits for this course. Prerequisite: Sophomore standing with completion or prior credit for MAT 1815 and approval of the Mathematics Department Chair.

MAT 3303 Abstract Algebra

Introductory course in groups, rings, fields, and related concepts with emphasis on mathematical proof writing. Prerequisite: MAT 3103 with a grade of "C" or better, and MAT 2913.

MAT 3403 Introduction to Probability

An introduction to the mathematical foundations of probability, including axioms of probability and combinatorial methods, conditional probability and independence, distribution functions, discrete and continuous random variables, bivariate and multivariate distributions, and limit theorems. Prerequisites: MAT 2814, MAT 3103.

MAT 3501, 3502, 3503 Directed Study in Mathematics

Course covers a topic of interest under the direction of a faculty member. May be repeated for credit with a change in subject. Prerequisite: Instructor's Permission.

MAT 3603 College Geometry

Study of Euclidean and non-Euclidean geometries. Prerequisite: MAT 2913 and MAT 3103.

MAT 3813 Vector Calculus

An introduction to the fundamental concepts of vector calculus, including divergence and curl, vector fields, change of variables, integrals over paths and surfaces, and integral theorems of vector calculus, including Green's Theorem, Stokes' Theorem, Gauss's Theorem, Conservative Field Theorem. Prerequisite: MAT 2814.

MAT 4203 Real Analysis

Real number system, theory of sequences, limits, continuity, differentiation, and mathematical proof. Prerequisite: MAT 3103 with a grade of "C" or better, and MAT 2814.

MAT 4423 Introduction to Numerical Analysis

Numerical solutions of equations in one variable, numerical methods of differentiation and integration, and approximate solutions of initial value problems in ordinary differential equations. Prerequisite: MAT 3103 with a grade of "C" or better, MAT 2814, MAT 3003, BUS 2313.

MAT 4443 Senior Seminar

A review for mathematics majors in their final year of study. Student will complete a project in an area of Mathematics or application of Mathematics to an area outside the discipline, while simultaneously preparing for the GRE (advanced) mathematics subject test, Praxis II, and similar exams. Prerequisite: Senior standing and completion of, or current enrollment in, either MAT 3303 or MAT 4203.

MAT 4501, 4502, 4503 Special Topics in Mathematics

Course covers a selected topic for further study. May be repeated for credit with a change in topic. Credits to be determined by course content. Prerequisite: Instructor's Permission.

PHYSICAL/EARTH SCIENCE

PHS | Physical/Earth Science

PHS 1031 Introduction to Earth Science Lab

Laboratory course to accompany PHS 1033. Experiments and other laboratory activities designed to illustrate or reinforce concepts taught in PHS 1033. (Every Semester)

PHS 1033 Introduction to Earth Science

A study of Earth and space sciences with aspects of physics and chemistry included. (Every Semester)

PHYSICS

PHY | Physics Courses

PHY 2014 General Physics

General college physics for students in curricula where calculus is not required. First semester covers classical mechanics, including one and two-dimensional kinematics, mechanical forces, Newton's Laws, gravitation, circular motion and torque, conservations laws, and additional topics as time allows. Three lecture hours and two laboratory hours each week. Prerequisite: MAT 1213 or MAT 1514 or equivalent. (Fall)

PHY 2024 General Physics II

A continuation of PHY 2014. Second semester covers electrostatics, electric currents and DC circuits, magnetism and electromagnetic induction, and additional topics as time allows. Prerequisite: PHY 2014 or equivalent. (Spring)

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 <https://www.bluefield.edu/about-bluefield-university/campus-safety/> where you'll find a link to the Crisis Management Plan. 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 email 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 email.

To subscribe to RamAlert, go to MyBU and click on RamAlert, or go to <https://bluefield.omnilert.net/Subscriber.php>. From the RamAlert web page, sign in or sign up. 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 email address.

While RamAlert is designed for members of the campus community, students may subscribe a parent and employees may subscribe a spouse by adding a second phone number or email address to their account.

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).

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 to 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:

Emily Coppola
Office: 276.326.4341
ecoppola@bluefield.edu
www.bluefield.edu/title-ix

DEPUTY COORDINATORS:

Bethany Justis | 276.326.4201 | bjustis@bluefield.edu
Sarah Herren | 334.44.4031 | sherren@auburn.vcom.edu
Meghan Wilson | meghan.wilson@bluefield.edu
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Shawn White | 276.326.4249 | swhite@bluefield.edu
Kristen Parker | 276.780.3033 | kparker@bluefield.edu
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Title IX INVESTIGATORS:

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CONFIDENTIAL COUNSELORS:

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CAMPUS SAFETY

BLUEFIELD UNIVERSITY CAMPUS SAFETY

Gary Ruth | ext. 4313 | (304) 887-1795 | gruth@bluefield.edu

MABS CAMPUS SAFETY:

Office: 540-231-6411

Leadership, Faculty, & Staff

STATEMENT OF CONTROL

Bluefield University is a nonstock corporation organized exclusively for charitable, religious, educational, and scientific purposes. The Corporation's Board of Trustees is vested with the governance of the University, and the management of the affairs and business of the Corporation. The Board of Trustees appoints and dismisses the President, who is the Chief Executive Officer of the University, and approves the selection of other Officers of the University, which include the Provost and the Vice President for Finance and Administration.

UNIVERSITY EXECUTIVE LEADERSHIP

Steven Peterson, 2024. President. MA in Religion, Liberty University; MBA, Liberty University; Ed. D. in Educational Leadership, Liberty University.

Daniel Osborne, 2025. Vice President for Administration and Finance

Vacant, Vice President for Advancement.

Travis Roberts, 2024. Vice President for Enrollment Management and Marketing.

Corey Mullins, 2014. Vice President for Student Development & Athletics. B.S., Middle Tennessee State University; MBA, Bluefield University.

Harrison Rice, 2024. Associate Vice President for Online & Distance Education.

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).

Members

David L. Bailey	Julie Johnson	Dixie Tooker-Rawlins
Cindy Carter	Elizabeth Keene	Mike Wade
Terri N. Cole	David Kirk	K. Lamont Woods
Roger Collier	Chris Lawson	L. Mori Williams
Terri Cole	Phyllis Marcom	
Rod Hale	Donna Payne	
Heather Harris	Jack Reasor	
Bob Houck	Sarah Reid	
Melissa Hypes	John Rocovich	

Trustee Emeritus

Mr. John P. Beckett, Jr.	Dr. Daniel E. Grabeel, Sr.
Dr. Janelle B. Duremdes	Mr. David A. Skidmore

FACULTY DIRECTORY

Michael Bandy, 2018. Assistant Professor of Business. B.S., Bluefield State College, M.S., Old Dominion University, and Ph.D. University of the Cumberlands

Paula Beasley, 2011. Co-Director of Library Services; Senior Assistant Librarian. B.A., Bluefield University; M.A.L.I.S., University of South Florida.

Wendy Stallard Beavers, 2000. Assistant Professor of History; Coordinator of Instructional Technology; Department Chair, Interdisciplinary Studies. 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.

Shellie Brown, 2017. Dean of the School of Education and Social Sciences; 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. B.S., M.S., Ph.D., Virginia Polytechnic Institute and State University.

Monica Capp, 2019. 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.

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.

Emily Cook, 2024 Assistant Professor of Education. B.A., Bluefield University; M.Ed., Liberty University; M.A., Liberty University.

Rilla Cooper, 2025. Assistant Professor; CORE Faculty Director of Student Success; Coordinator of Vocatio and Convocation Programs. B.A., Ohio State University; M.A., Appalachian State University.

Yosely Cruz-Fernandez, 2016 Co-Interim Dean of the School of Nursing; Director of Undergraduate Nursing; Assistant Professor of Nursing. B.S.N. University of Massachusetts; M.S.N. Wayne State University; D.N.P. Vanderbilt University.

Leadership, Faculty, & Staff

Christy Cundiff, 2024. Assistant Professor of Counselor Education. B.A., MaEd, James Madison University.

Jeffrey A. Disibio, Assistant Professor of Criminal Justice. B.S., Radford University; B.S., Bluefield University; J.D., Regent University Robertson School of Law.

Kevin W. Downter, 2011. Department Chair, Business Administration; Assistant Professor of Sport Management; Director of Recreation and Sport Management. B.A., California University of Pennsylvania; M.S., West Virginia University.

Jennifer Fain, Instructor of Nursing. B.S.N., Mountain State University; M.S.N., Chamberlain College of Nursing; D.N.P., Chamberlain College of Nursing.

Kimberly P. Farmer, 1989. Professor of Criminal Justice; Dean of the School of Criminal Justice; Department Chair of Criminal Justice. B.A., J.D., West Virginia University.

Sarah Finn, 2022. Instructor of Biology. BS North Carolina State University, M.R. North Carolina State University, M.A. Bluefield 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, Organizational Leadership. B.S., Virginia Commonwealth University; M.A., Strayer University; Ph.D., Capella University.

Keith Goforth, 2023. Professor of Psychology and Human Services; Department Chair of Psychology and Human Services; Director of MA in Human Services; B.A. Middle Tennessee State University; M.A., Southwestern Baptist Theological Seminary; Ph.D., The University of Tennessee.

Crystal W. Kieloch, 2000. Assistant Professor of English; Supervisor and Trainer of ACE writing tutors; 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 Graduate Health Sciences; Honors Program Chair; B.S., Concord College; Ph.D., Virginia Polytechnic Institute and State University.

Werner A. Lind, 1992. Co-Director of Library Services; Librarian; B.A., Bethel College; M.A., Eastern Mennonite Seminary; M.L.S., Indiana State University.

Challen Mabry, 2020. Assistant Professor of Counselor Education, Psychology and Human Services; Associate Director of Counseling – Academic Lead. B.A., Hollins College; M.A. and Ph.D., Virginia Polytechnic Institute and State University.

Rebecca McCoy-Reese, 2001. Assistant Professor of Theatre; Technical Director; Co-Director of Theatre; B.A., Georgetown College; M.R.E., Southern Baptist Theological Seminary.

Andrew Necessary, 2019. Assistant Professor of Music; Department Chair, Music; Director and Recruiter for BU Marching Band Program. B.S., Elon College; M.M. and Ph.D., University of North Carolina at Greensboro.

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.

Charles M. Reese, 2001. Professor of Theatre/Artist in Residence; Department Chair, Communication Arts; Co-Director of Theatre. B.A. Samford University; M.F.A. University Tennessee; further study, Florida State University.

Irene M. Rieger, 2011. Professor of English; Department Chair, 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; Director of Graphic Communication Concentration; Walter T. Shroyer Art Gallery Curator. 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. B.S., Messiah College; Ph.D., Pennsylvania State University.

Chris Shoemaker, 2018. Assistant Professor of Communication. B.S. and M.B.A., West Virginia University.

Brandy Smith, 2018. Assistant Professor of Counselor Education, Education, Psychology and Human Services; Director of the Master of Arts in Counseling – Administrative Lead. 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, Christian Studies. B.A., M.A., Hardin-Simmons University; Ph.D., Baylor University.

Jessica Sykes, 2022. Assistant Professor of Psychology and Human Services; B.S., M.Ed., Lincoln Memorial University; M.Ed., Ph.D., Lindsey William College.

Michael Takacs, 2023. Associate Professor of Counselor Education; B.S., M.A., Ed.S., Ph.D., Liberty University.

Jeffrey Teo, 2017. Professor of Cyber Security; Department Chair, 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; QEP Director. B.S., University of New Brunswick; M.A., M.Div., Acadia Divinity College; Ph.D., University of Edinburgh.

Leadership, Faculty, & Staff

Meghan Wilson, 2018. Associate Professor of Biology and Biomedical Science;. Department Chair, Biology. B.S., M.S., and Ph.D., Virginia Polytechnic Institute and State University.

Robert Wynn, 2017. Co-Interim Dean of the School of Nursing; Director of Graduate Nursing; Assistant Professor of Nursing; Coordinator of Clinical Practicums for MSN; B.S.N., Bluefield State College; M.S.N., Radford University; D.N.P., West Virginia University.

Jeremy Yowell, 2024. Assistant Professor of Music and Worship Arts; Choral Director of Variations Chamber Ensemble, Masterworks Chorale, the Praise Singers, and Chapel Worship Band; B.A., Appalachian Bible College; MM, Messiah University; Ph.D., Liberty 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.S., 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.

Vanessa Bailey, Instructor of Nursing. B.S., West Virginia University Institute of Technology; M.S.N., Bluefield University.

Stephen Baldwin, B.S., Concord University; M.Ed., Fairmont State University; Ed.D., Liberty University.

Misty Bandy, Instructor of Business Administration, B.S., M.B.A., Bluefield University.

Erika E. Bell, Instructor of Exercise Science. B.S., Marietta College; M.S., West Virginia Wesleyan.

Gabriel Blakman, Instructor of Business Administration, B.S., M.B.A., Bluefield 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. Ph.D., A.B.D., Virginia Polytechnic Institute and State University.

Nicole Chicklo-Kaklis, Instructor of Business. B.S., Saint Francis University; M.B.A., Saint Francis University.

Gail Davidson, Instructor of Nursing. B.S.N., West Virginia Wesleyan; M.S.N., West Virginia University; M.B.A., University of Dallas.

Susan Davis, Instructor of Criminal Justice; B.S., Bluefield University; M.S., Liberty University.

Robin Day, Instructor of Math Education, B.S., M.A., Bluefield University; M.A., University of Phoenix.

Elizabeth Elam, Instructor of English. B.A., Randolph-Macon Woman's College; M. Ed., University of Virginia; Ed.D., University of Virginia.

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.

Alan Forrest, Instructor of Counseling, B.A., Eisenhower College; M.A., University of New Haven; Ed.D., College of William and Mary.

Bridgett Funk, Instructor of Counseling, B.S., Eastern Mennonite University; M.A.Ed., Virginia Tech.

Harold Steve Graham, Instructor of Management & Leadership. B.S. University of Phoenix; M.B.A., LeTourneau University; M.Ed., Dallas Baptist University.

Michael Hedrick, Instructor of Christian Studies. M.S. ECPI University; M.A., Liberty University.

Lynn Heramis, Instructor of Counseling. B.A. University of Southern California; M. Ed., Virginia Polytechnic Institute and State University.

Henry Carl Hess, B.A., Alderson Broaddus University; M.M., Duquesne University; D.M., James Madison University.

Stormy Hill, Instructor of Exercise Sport Science, B.S., M.S., Northern Arizona University.

Nicholas Hinkle, Instructor of Music. B.A., Bluefield University.

Melanie Hosier, Instructor of ESS – Yoga. R.B.A., Bluefield State College; Certified through Yogafit; Kunga Yoga, Kaivalia Yoga and Yoga Faith.

Cheryl Hovey, Instructor of Early Childhood Education. B.S., Wheelock College; M.S., Wheelock College; Ed.D., Walden University.

Allen Jessee, Instructor of Christian Studies. B.S. Emory and Henry; D.Min., Liberty University; M. Div., Luther Rice College Seminary.

Ellen Jones, Instructor of Nursing, B.S., Springfield College; M.S., University of Southern Mississippi; Ph.D., University of Mississippi Medical Center.

Pamela Kelly, Instructor Business Administration, B.A. University of Miami; M.B.A., Health Care Management, D.H.A., University of Phoenix.

Jacob Key, Instructor of General Education Core Classes. B.S., Bluefield University; M.B.A., Bluefield University.

Paul Lambert, Instructor of Business. B.S., Bluefield University; M.S., Capella University.

Richard V. Lewis, Instructor of Music. B.A., Morris Harvey College; M.A., Liberty University.

Barry Losey, Instructor of Christian Studies. B.A., Louisiana College; M.Div., Ph.D., Southwestern Baptist Theological Seminary.

Leadership, Faculty, & Staff

Dewey Lusk, Instructor of Exercise Sport Science. B.A., Emory & Henry College; M.A., Gardner-Webb College.

Dewey G. Lusk IV, Instructor of Communication. B.S., The University of Virginia's College at Wise; M.B.A., Bluefield University.

Christian McCall, Instructor of History. B.S., Tennessee Technological University; M.A., Austin Peay State University; Ph.D., Ohio University.

Brittany McInturff, Instructor of Music. B.S., Tennessee Technological University; M.M. Ed., Kent State University.

Rebecca Moore, Instructor of Psychology and Human Services. B.A., Lewis and Clark College; MSW, University of South Carolina.

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.

Tracey Parker, Instructor of Criminal Justice. B.S., Bluefield University; M.S., Betel University.

Wayne Pelts, Instructor of Academic Success. B.S., Bluefield State University; M.Ed., Reformed Theological Seminary, School of Education.

Debra Perkins, Instructor of Nursing. B.S., Bluefield State College; M.S.N., Marshall University.

Gary Poulton, Instructor of History. B.A. Marshall University; M.A. Marshall University; Ph.D., Miami 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.

Harrison Rice, Instructor of Business Administration. B.S., M.B.A., Liberty University.

Summer Robinson-Surratt, Instructor of Psychology and Human Services. B.A., Livingstone College; M.S., Ph.D., Capella University.

Clark Rose, Instructor of Psychology and Human Services. B.A., M.S., The University of Tennessee; Ph.D., The University of Georgia.

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.

Railynn Saunders, Instructor of Chemistry. B.S., Cedar Crest College; M.S., Pennsylvania State University.

Garrett Shilling, Instructor of Exercise Sport Science. B.S., Bluefield University; M.S., Liberty University.

Robert C. Shippey, Jr., Instructor of Christian Studies. B.A., Furman University; M.Div., Th.M., Ph.D., The Southern Baptist Theological Seminary.

Joshua Shroyer, Instructor of Exercise and Sport Science. B.S., Boise State University; M.S., Montana State University.

Troy Snyder, Instructor of Psychology and Human Services. B.S., Liberty University; M.S., Georgia State University.

Sabrina Spurlock, Instructor of English. B.A., Bluefield University; M.A. Morehead 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.

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.

Dedriell Taylor, Instructor of Healthcare Education. B.A., West Virginia University; M.S., Marshall University; Ed.S. Marshall University; Ed.D., Marshall University.

Robert C. Walker, Instructor of Mathematics. B.S., Alderson-Broaddus College; M.Ed., Edinboro College.

Margrit White, Instructor of Exercise Sport Science. B.A., University of North Carolina; M.Ed., Boston University.

Mark White, Instructor of Academic Success. B.S., Ferrum College; M.S., Ohio 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.

James Wright, Instructor of Business. B.S., Radford University; M.B.A., Old Dominion University; MAcc, Liberty University; Ph.D., Northcentral University.

Melissa Yowell, Instructor of Music. B.A., Appalachian Bible College; M.M. Ed., Bob Jones University.

Courtney Zongrone, Instructor of Counseling. B.A., M.Ed., Lynchburg College; Ph.D., Virginia Polytechnic Institute and State University.

STAFF

Full Time Staff

Katrina Allen, Student Accounts Manager

Stephen Baldwin, Assistant Athletic Trainer/Director of Strength & Conditioning

Erika Bell, Senior Women's Leader/Head Athletic Trainer

Melody Blackwell, Student Account Assistant

Gabriel Blakman, Head Men's Soccer Coach

Derek Bolden, Coordinator of Admissions

Leadership, Faculty, & Staff

Nikki Byrd, Online Enrollment Advisor
Damien Carlton, General Maintenance
Nicole Chicklo-Kaklis, Director of Online & Graduate Programs
Jonathan Collier, IST Support Specialist
Joseph Cooper, Head Men's Basketball Coach
Nick Cooper, Director of Athletic Communications
Rilla Cooper, CORE Faculty & Director of Student Success
Emily Coppola, Academic Advisor
Caroline Dixon, Associate Vice President for Finance & Administration
Phillip Dunford, Assistant Football Coach
Jaquan Ebron, GA Football
John Embrescia, Campus Safety Officer
Brian Fisher, Technical Director
Charles "Buddy" Gallemore, Head Women's Volleyball Coach
Michelle Griffith, Financial Aid Counselor for Online & Grad Programs
Rebecca Goins, Campus Store Manager
Carrie Havens, Online Admissions Processor
Kyle Hershey, General Maintenance Lead
Brian Hill, Director of Biomedical Sciences Program
Stormy Hill, Assistant Athletic Trainer
Keven John, Head Men's Volleyball Coach
Bethany Justis, Executive Assistant to the President
Hal Keene, Director of Campus Operations
Matt Ketchum, Defensive Line Coach
Mike Ketchum, Assistant Football Coach - Defensive Coordinator
Lillian Keys, Traditional Admissions Counselor
Jennifer Lamb, University Registrar and Veterans Certifying Official
Jon Leftwich, Campus Safety Officer
Dewey Lusk, Head Football Coach
Gil Lusk, Assistant Football Coach
Alisha Maloyed, Nursing Department Coordinator
Burma McChesney, MTN and Director of Academic Services
Katie McDaniel, Director of Resident Life
Jackie Morgan, Housekeeper
Carolyn Moss, Assistant Cheer Coach
Cade Mullins, Head Women's Soccer Coach
Corey Mullins, VP for Student Development & Athletics
Daniel Mullins, Creative Content and Social Media Coordinator
Gayle Necessary, Housekeeping
Jewell Norman, Enrollment Support Specialist
Farrah Nunley, Lead Housekeeper
Brooke Osborne, Director of Traditional Admissions
Daniel Osborne, Vice President for Finance & Administration
Kristen Parker, Dean of Students
Cathy Payne, Student Success Coach
Wayne Pelts, Assistant Director of ACE
Steven Peterson, University President
Sharon Porter, Accounts Payable Specialist
JT Powell, Tight Ends Coach
Katherine Price, Traditional Admissions Counselor
Rachel Price, Assistant Registrar
Tabitha Price, Assistant Registrar/Operations
Harrison Rice, Associate Vice President for Online Enrollment
Travis Roberts, Vice President for Enrollment
Tim Robinette, Enterprise Systems Administrator
Gary Ruth, Director of Campus Safety
Gabriel Santos, Business Data Analyst – IT Support
Kari Sargent, Human Resources Specialist
Melanie Sarver, Controller
James Sawyers, Head Golf Coach
Garrett Schilling, Associate Baseball Coach

Kelly Scott, Assistant Football Coach – Offensive Coordinator
Haley Shaw, Online Admissions Counselor
Josh Shroyer, Associate Athletic Trainer
Laquodra Simmons, Enrollment Counselor
Cara Smith, Assistant Director of Facilities & Maintenance
Chelsie Smith, Director of Financial Aid
Robert Smith, Executive Director of IST
Jennifer Thorn, Accreditation Specialist, School of Education and Counselor Education
Mason West, Director of Campus Ministries/Director of Worship
Madison Whisman, Traditional Admissions Counselor/Director of E-Sports
Maggie White, Head Softball Coach
Mark White, Head Track & Field and Cross-Country Coach
Mike White, Head Baseball Coach; Assistant Athletic Director
Audrey Whitt, GA for Counselor Education
Jake Wright, Head Women's Basketball Coach

Part-Time Staff

Alandra Blume, Music Accompanist
Hal Crenshaw, Campus Bus Driver
Elizabeth Estoll, Accompanist
Emily Lusk, Executive Director of NOSW
Shirley Mutter, Accountant
Judy Pedneau, Human Resources Assistant
Willie Sparks, Assistant Softball Coach
Ashley Taylor, Head Cheerleading Coach

Academic Calendar

2025-2026 ACADEMIC YEAR

Fall 2025 | 16 Week Semester

New Student Move-In	Aug. 16 (Sat)
New Student Orientation	Aug. 16-19
Returning Student Move-In	Aug. 18 (Mon)
Honor Code Convocation	Aug. 19 (Tue)
First day of classes (16-week term)	Aug. 20 (Wed)
President's Convocation 10:00 a.m.	Aug. 20 (Wed)
MSN On-Campus Days	Aug. 20-21
Last day to add/drop a class	Aug. 26 (Tue)
Labor Day (no classes)	Sept. 1 (Mon)
Graduation Application Deadline	Sept 15
Duremdes Christian Emphasis Week	Sept. 24-26
Fall Break for Traditional Students	Oct. 2-3
Mid-Term grades due	Oct. 10 (Fri)
Academic Advising Convocation	Oct. 10 (Fri)
Advising for Spring Semester	Oct. 13 - Oct 24
Homecoming & Family Weekend	Nov 7-9
Last day to withdraw from a class	Nov. 7 (Fri)
Thanksgiving Break (no classes)	Nov. 26-28
Winter Solace Day	Dec. 4 (Thu)
Study Day	Dec. 5 (Fri)
General Education Assessment	Dec. 5 (Fri)
MSN On-Campus Days	Dec. 5-6
Final Exams	Dec. 8-11
Last day of the Semester	Dec. 11 (Thu)
First Day of Fall Term 3	Dec. 15 (Mon)
Final grades due	Dec. 16 (Tue)
Christmas/New Year Break	Dec. 24-Jan 1

Spring 2026 | 16 Week Semester

Campus offices reopen	Jan. 2 (Fri)
Faculty PRO Day	Jan. 7 (Wed)
New Student Move-in	Jan. 9 (Fri)
Returning Student Move-in	Jan. 10 (Sat)
End of Fall Term 3	Jan. 11 (Sun)
First day of classes (16-week term)	Jan. 12 (Mon)
MSN On-Campus Days	Jan. 16-17 (Fri-Sat)
Martin Luther King Day (no classes)	Jan. 19 (Mon)
Last day to add or drop a class without a grade of "W"	Jan. 20 (Tue)
MLK Make a Difference Day	Jan. 21 (Wed)
Last day to apply for Spring Graduation - Fee due at time of application	Feb 27 (Fri)
Mid-Term grades due	Mar. 13 (Fri)
Academic Advising Schools Meet	Mar. 13 (Fri)
Spring Break (no classes)	Mar. 16-20 (Mon-Fri)
Global Education Emphasis Week	Mar. 23-27 (Mon-Fri)
Advising for Summer & Fall Semester	Mar. 23-Apr 2 (Mon-Thu)

Last day to drop a class with a grade of "W"	Mar 23 (Mon)
Easter Break (no classes)	Apr. 3 (Fri)
Appalachian Week	Apr. 14-18 (Tue-Sat)
Honors Convocation	Apr. 22 (Wed)
Mud Pig Day	April 30 (Thu)
General Education Assessment Day 1 (Graduating Seniors)	April 30 (Thu)
General Education Assessment Day 2 (Graduating Seniors)	May 1 (Fri)
MSN On-Campus Days	May 1-2 (Fri-Sat)
Last day of the Semester	May 1 (Fri)
Commencement	May 1-2 (Fri -Sat)
Final grades due	May 7 (Thu)
Academic Assessment Day	May 6 (Wed)
Campus offices reopen	Jan. 2 (Fri)
Faculty PRO Day	Jan. 7 (Wed)
New Student Move-in	Jan. 9 (Fri)

Fall 2025 | 8 Week Terms Online

First day of Fall Term 1 courses	Aug. 20 (Wed)
First day of Semester-long Online courses	Aug. 20 (Wed)
Last day to add Fall Term I courses	Aug. 22 (Fri)
Last day to drop a Fall Term I course with a full refund (by 11:55pm)	Aug. 26 (Tue)
Labor Day (Offices closed)	Sept. 1 (Mon)
Last day to withdraw with a grade of "W" for Fall Term I	Sept. 23 (Tue)
Last day to apply for December graduation - Fee due at time of Application	Sept 29 (Mon)
Last day of Fall Term I courses	Oct. 14 (Tue.)
Final grades due for Fall Term I	Oct. 21 (Tue.)

First day of Fall Term 2 courses	Oct. 15 (Wed)
Last day to add Fall Term 2 courses	Oct. 17 (Fri)
Last day to drop a Fall Term 2 course with a full refund (by 11:55pm)	Oct. 21 (Tue)
Registration for Spring Terms begins (Apply for May Graduation)	Oct. 27 (Mon)
Last day to withdraw with a grade of "W" for Fall Term 2	Nov. 18 (Tue)
Thanksgiving Break (Offices closed)	Nov. 26-28 (Wed - Fri)
Last day of Fall Term 2 courses	Dec. 9 (Tue)
Last day of Semester long online courses	Dec. 9 (Tue)
Last day of TRAD Fall semester	Dec. 11 (Thur)
Final grades due for Fall Term 2	Dec. 16 (Tue)

Spring 2026 | 8 Week Terms Online

First day of Spring Term 1 courses	Jan. 12 (Mon)
First day of Semester-Long Online courses	Jan. 12 (Mon)
Last day to add Spring Term I courses	Jan. 14 (Wed)
Martin Luther King Day (Offices closed)	Jan. 19 (Mon)
Last day to drop a Spring Term I course with a full refund (by 11:55pm)	Jan. 20 (Tue)
Last day to withdraw with a grade of "W" for Spring Term I	Feb. 13 (Fri)
Last day to apply for May graduation - Fee due at time of Application	Feb. 27 (Fri)
Last day of Spring Term I courses	Mar. 8 (Sun)
Final grades due for Spring Term I	Mar. 16 (Mon)

Academic Calendars

First day of Spring Term 2 courses	Mar. 9 (Mon)
Last day to add Spring Term 2 courses	Mar. 11 (Wed)
Last day to drop a Spring Term 1 course with a full refund (by 11:55pm)	Mar. 16 (Mon)
Registration for Summer & Fall Terms begins (Apply for December graduation)	Mar. 23 (Mon)
Last day to withdraw with a grade of "W" for Spring Term 2	Apr. 8 (Wed)
Last day of TRAD Spring Semester	May 1 (Fri)
Last day of Spring Term 2 courses	May 3 (Sun)
Last day of Semester-Long online courses	May 3 (Sun)
Commencement	May 1-2 (Fri-Sat)
Final grades due	May 7 (Thu)
First day of Spring Term 1 courses	Jan. 12 (Mon)

Appalachian Outreach Trips	TBD
Last day to withdraw from a class	Mar. 24 (Tues)
Easter Break (no classes)	Apr. 3-6
Last day of the Spring Semester	May 15 (Fri)
"C" or below grades are due	May 15 (Fri)
Graduate Commencement	May 1 (Fri)
Final grades due	May 21 (Thu)

Fall 2025 | MABS Semester – Online Courses

Start of Term 1	Jul 7 (Mon)
Orientation Day	Jul 7 (Mon)
Census Date	Jul. 14 (Mon)
Students not financially cleared dropped	Jul. 8 (Tue)
Last Day to Drop with a "W"	Aug. 1 (Fri)
Last Day of Term 1	Aug. 22 (Fri)
Grades for Term 1 Due	Aug. 29 (Fri)

Start of Term 2	Aug. 25 (Mon)
Census	Sept. 2 (Tues)
Students not financially cleared dropped	Sept. 3 (Wed)
Last day to drop a class with a grade of "W"	Sept. 26 (Fri)
Last Day of Term 2	Oct. 17 (Fri)
Grades for Term 2 Due	Oct. 24 (Fri)

Start of Term 3	Oct. 20 (Mon)
Census	Oct. 27 (Mon)
Students not financially cleared dropped	Oct. 28 (Tue)
Last day to drop a class with a grade of "W"	Nov. 24 (Mon)
Last Day of Term 3	Dec. 17 (Wed)
Grades for Term 3 Due	Dec. 22 (Wed)

Summer 2026 | 7 Week Terms Online

First day of Summer Term 1 classes	May 4 (Mon)
Last day to add a class for Summer Term 1	May 6 (Wed)
Last day to withdraw & receive a full refund (by 11:55pm)	May 11 (Mon)
Memorial Day (Offices closed)	May 25 (Mon)
Last day to drop classes with a grade of "W"	Jun 3 (Wed)
Last day of Summer Term 1 classes	Jun. 21 (Sun)
Final grades due for Summer Term	Jun 29 (Mon)
First day of Summer Term 2 classes	Jun 22 (Mon)
Last day to add a class for Summer Term 2	Jun 24 (Wed)
Last day to withdraw & receive a full refund (by 11:55pm)	Jun 29 (Mon)
Last day to drop classes with a grade of "W"	Jul. 22 (Wed)
Last day of Summer Term 2 classes	Aug. 9 (Sun)
Final grades due for Summer Term 2	Aug. 17 (Mon)

Spring 2026 | MABS Semester – Online Courses

Start of Term 1	Jan 5 (Mon)
Orientation Day	Jan. 5 (Mon)
Census Date	Jan. 12 (Mon)
Students not financially cleared dropped	Jan. 13 (Tue)
Last Day to Drop with a "W"	Feb. 6 (Fri)
Last Day of Term 1	Feb. 20 (Fri)
Grades for Term 1 Due	Feb. 27 (Fri)

Start of Term 2	Feb. 23 (Mon)
Census	Mar. 2 (Mon)
Students not financially cleared dropped	Mar. 3 (Tue)
Last day to drop a class with a grade of "W"	Mar. 20 (Fri)
Last Day of Term 2	Apr. 17 (Fri)
Grades for Term 2 Due	Apr. 24 (Fri)

Start of Term 3	Apr. 20 (Mon)
Census	Apr. 27 (Mon)
Students not financially cleared dropped	Apr. 28 (Tue)
Graduate Commencement	May 1 (Fri)
Last day to drop a class with a grade of "W"	May 15 (Fri)
Last Day of Term 3	Jun. 12 (Fri)
Grades for Term 3 Due	Jun. 19 (Fri)

Fall 2025-26 | MHSA Semester - Auburn

Block 2 (Term 2025-16)	
First day of Block 2	Oct 20 (Mon)
Payment due in payment plan for Block 2	Oct 23 (Thu)

Academic Calendars

Last Day to Add/Drop a class without a grade of "W"	Oct 26 (Sun)
Census date	Oct 27 (Mon)
Students not financially cleared dropped	Oct 29 (Wed)
Last day to drop a class with a grade of "W"	Nov 14 (Fri)
Payment due in payment plan for Block 2	Nov 15 (Sat)
Thanksgiving Break (Offices Closed)	Nov 26-28
Christmas Break (Offices Closed)	Dec 22-Jan 2
Martin Luther King Day (Offices Closed)	Jan 19 (Mon)
Last day of Block 2	Feb 6 (Fri)
Final grades due	Feb 9 (Mon)
Block 5 (Term 2025-17)	
First day of Block 5	Oct 20 (Mon)
Payment due in payment plan for Block 5	Oct 23 (Thu)
Last Day to Add/Drop a class without a grade of "W"	Oct 26 (Sun)
Census date	Oct 27 (Mon)
Students not financially cleared dropped	Nov 12 (Wed)
Last day to drop a class with a grade of "W"	Nov 14 (Fri)
Payment due in payment plan for Block 5	Nov 15 (Sat)
Thanksgiving Break (Offices Closed)	Nov 24-28
Christmas Break (Offices Closed)	Dec 22-Jan 2
Martin Luther King Day (Offices Closed)	Jan 12 (Mon)
Last day of Block 5	Feb 6 (Fri)
Final grades due	Feb 9 (Mon)

Summer 2025-2026 MHSA Semester - Auburn	
Block 4 (Term 2025-47)	Column1
First payment due in five-month payment plan for Block 4	Jun 15 (Mon)
First day of Block 4	Jun 15 (Mon)
Last Day to Add/Drop a class without a grade of "W"	Jun 21 (Sun)
Census date for all classes	Jun 22 (Mon)
Students not financially cleared dropped	Jun 26 (Fri)
First payment due in four-month payment plan for Block 4	Jun 29 (Mon)
Independence Day Observation (Offices Closed)	Jul 3 (Fri)
Independence Day	Jul 4 (Sat)
Last day to drop a class with a grade of "W"	Jul 16 (Thu)
Labor Day (Offices Closed)	Sep 7 (Mon)
Last Day of Block 4	Oct 16 (Fri)
ASA Annual Meeting	Oct 16-20
Final grades due	Oct 16 (Fri)
Block 7 (Term 2025-48)	
First day of Block 7	Jun 1 (Mon)
Orientation for the Class of 2028	June 3-5
Last Day to Add/Drop a class without a grade of "W"	Jun 7 (Sun)
Census date for all classes	Jun 8 (Mon)
Final payment due in payment plans for Block 7	Jun 9 (Tue)
Students not financially cleared dropped	Jun 9 (Tue)
Independence Day Observed (Offices Closed)	Jul 3 (Fri)
Independence Day	Jul 4 (Sat)
Last day to drop a class with a grade of "W"	Jul 7 (Tue)
Labor Day (Offices Closed)	Sep 7 (Mon)
Last day of Block 7	Sep 11 (Fri)
Final grades due	Sep 16 (Wed)
Graduation Week	Sep 14-19
Commencement	Sep 19 (Sat)

Spring 2025-2026 | MHSA Semester - Auburn

Block 3 (Term 2025- 26)	
First day of Block 3	Feb 9 (Mon)
Last Day to Add/Drop a class without a grade of "W"	Feb 15 (Sun)
Census date for all classes	Feb 16 (Mon)
Final payment due in payment plans for Block 3	Feb 17 (Tue)
Students not financially cleared dropped	Feb 17 (Tue)
Last day to drop a class with a grade of "W"	Mar 16 (Mon)
AAAA Annual Meeting	Apr 9-12
Memorial Day (Offices Closed)	May 25 (Mon)
Last day of Block 3	Jun 5 (Fri)
Class of 2028 Orientation	Jun 3-5
Summer Break	Jun 8-12
Final grades due	Jun 12 (Fri)

Block 6 (Term 2025-27)	
First day of Block 6	Feb 9 (Mon)
Last Day to Add/Drop a class without a grade of "W"	Feb 15 (Sun)
Census date for all classes	Feb 16 (Mon)
Final payment due in payment plans for Block 6	Feb 17 (Tue)
Students not financially cleared dropped	Feb 17 (Tue)
Last day to drop a class with a grade of "W"	Mar 17 (Tue)
AAAA Annual Meeting (Offices Closed)	Apr 9-14
Memorial Day (Offices Closed)	May 25 (Mon)
Last day of Block 6	May 29 (Fri)
Final grades due	Jun 1 (Mon)

Fall 2025-26 | MHSA Semester - Carolina

Block 1	
First payment due in five-month payment plan for Block 1	Term 2025-14 Aug 29 (Fri)
First day of Block 1	Sept 3 (Wed)
Orientation Day	Sept 3-5 (Mon-Wed)
Last Day to Add/Drop a class without a grade of "W"	Sept 9 (Tue)
Census date for all classes	Sept 11 (Thu)
Students not financially cleared dropped	Sept 11 (Thu)
First payment due in four-month payment plan for Block 1	Sept 12 (Fri)
Last day to drop a class with a grade of "W"	Oct 3 (Fri)
ASA Annual Meeting	Oct 10-14
Thanksgiving Break (Offices Closed)	Nov 27-30
Christmas Break (Offices Closed)	Dec 22-Jan 2
Last Day of Block 1	Jan 16 (Fri)
Martin Luther King Jr. Day (Offices Closed)	Jan 19 (Mon)
Final Grades Due	Jan 23 (Fri)

Academic Calendars

Spring 2025-26 | MHSA Semester - Carolina

Block 2	Term 2025-24
First day of Block 2	Jan 26 (Mon)
Payment due in payment plan for Block 2	Feb 5 (Thu)
Last Day to Add/Drop a class without a grade of "W"	Feb 15 (Sun.)
Census date for all classes	Feb 23 (Mon)
Students not financially cleared dropped	Mar 12 (Thu)
Payment due in payment plan for Block 2	Mar 13 (Fri)
AAAA Annual Meeting	Apr 13 - 17
Last Day of Block 2	May 8 (Fri)
Final Grades Due	May 11 (Mon)

Summer 25-26 | MHSA Semester - Carolina

Block 3	Term 2025-41
First day of Block 3	May 11 (Mon)
Last Day to Add/Drop a class without a grade of "W"	May 18 (Mon)
Census date for all classes	May 19 (Tue)
Final payment due in payment plans for Block 3	May 20 (Wed)
Students not financially cleared dropped	May 20 (Wed)
OFF	18-May
Memorial Day (Offices Closed)	25-May
Last day to drop a class with a grade of "W"	Jun 22 (Mon)
Independence Day Observed (Offices Closed)	July 3 (Fri)
Independence Day	4-Jul
Last day of Block 3	Aug 21 (Fri)
Final Grades Due	Aug 28 (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	276.326.4215
<i>(registrar, student accounts, financial aid)</i>	
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

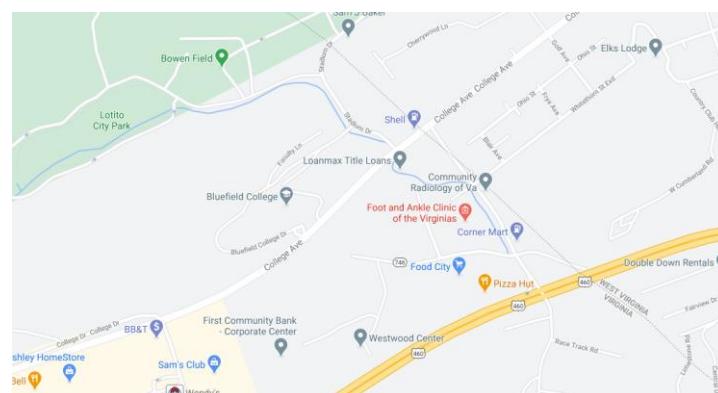
1. Take Exit 1 from I-77 South (the Bluefield, Route 52 North exit).
2. Turn right on to Route 52 North (John Nash Boulevard).
3. Travel 2.4 miles and take Route 460 West exit to Bluefield.

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 Avenue. 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 Avenue.
5. The entrance to the University is 0.3 miles ahead on the left.



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