BLUEFIELD UNIVERSITY

DOCTORAL ACADEMIC CATALOG 2026-2027

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BLUEFIELD UNIVERSITY

Doctoral Catalog
2026-2027

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 2026-2027 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 Doctoral level, liberal arts-oriented college. Located in a region full of history, activity and stunning natural beauty, the main campus sits on 80 acres in the Appalachian Mountains with vistas of East River Mountain as a backdrop for the college community. The University also offers associate and bachelor level programs that are fully online.

The University offers a challenging and invigorating learning environment with undergraduate majors, minors, associates degrees, graduate Master's, and post-graduate Doctoral 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 one 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 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). 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 113t h Street #7709, Seminole, FL 33775. (727) 210-2350. https://www.caahep.org. The Commission on Accreditation of Allied Health Education Programs (CAAHEP) is a programmatic postsecondary accrediting agency recognized by the Council for Higher Education Accreditation (CHEA) and carries out its accrediting activities in cooperation with 25 review Committees on Accreditation. CAAHEP currently accredits more than 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 vicinity came before the committee and generously offered $75,000 and 65 acres of land if the BGAV would locate the proposed college in Bluefield. The BGAV accepted, and Bluefield College opened its doors to students seeking Christian higher education in 1922.

Bluefield University's Nine Presidents

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

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

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

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

The Donald and Maria Cox Visual Arts Center, opened in 1999, houses the Communication Arts Department with facilities for audio/visual technology, drawing, painting, ceramics, and sculpture.

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

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

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

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

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

Alumni Hall, opened in 1980 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, opening 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, adining 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, slideshows, solicitations, newsletters, and social media) must be reviewed and approved by the PR Office prior to distribution to assure accuracy, consistency, and quality. Photos, videos, quotes, and common knowledge information about students, faculty, staff, and alumni may appear in BU publications and other marketing material. Students, faculty, staff, and alumni who prefer not to be included in promotional content must notify the PR Office in writing at bunews@bluefield.edu.

Admissions

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

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

ADMISSIONS REQUIREMENTS

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

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

READMISSION PROGRAM

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

Students who apply for readmission after not having attended Bluefield University for more than two years are subject to the major requirements in the current catalog. Readmitted students seeking teacher licensure are always subject to the requirements in the current catalog. Applications for readmission are subject to the approval of the Vice Presidents of Student Development, Finance, and Academic 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 Enrollment Management giving specific approval for the student to attend Bluefield University and specifying which courses may be taken. Enrollment in this program is for a limited period, usually not exceeding one semester.

Part-time Program

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

MISREPRESENTATION POLICY

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

Suspicion of Falsified Transcripts

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

Incentive Compensation Prohibition

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

Tuition and Fees

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

DOCTORAL TUITION & FEES

Tuition and Fees

Doctor of Education
Tuition - $595 per credit hour
Course Material Fee - $60 per credit hour
Graduation Fee - $100 One-time fee

Doctor of Business
Tuition - $595 Per credit hour
Technology Fee - $75 One-time fee
Course Material Fee - $60 per credit hour
Graduation Fee - $100 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. Students who receive Title IV funds are eligible for a reduction of the fee. The opt out deadline is July 3, 2026 for the 2026-2027 academic year.

Rates for Course Material Fee
Online student rate* - $60 per credit hour

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

ADDITIONAL FEES

Deposit
A non-refundable $75 one-time technology fee applies to students entering the Doctoral of Business Administration program.

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

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

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

FINANCIAL POLICIES

Payment Plans
Students may pay their balance in full prior to the start of the semester or they may utilize a payment plan through a third party, Meadow Pay. The cost to enroll in this program is $50 and is payable directly to Meadow Pay. Students have the option of a 6-month or 5-month payment plan each semester to settle their student account. There is a $35 charge for any returned payments and Meadow Pay reserves the right to remove a payee from the program after 2 returned payments or 2 missed payments. If paying by credit card, credit card fees will apply.

The first payment must be made before 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 with a remaining balance on their account 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, may 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.

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

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

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

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

Delinquent Account Policy

- Students must remain current on their account balance throughout the semester. Failure to make timely payments will result in the following actions:
- Students who are not current on their account balance at 30 calendar days from the start of the semester may be removed from classes, benched from athletics, or withdrawn from Bluefield University.
- Exceptions may be granted only in cases of extenuating circumstances and must be approved by the Student Account Manager or the Vice President of Finance and Administration. These exceptions are typically limited to delays cause by Bluefield University or the U.S. Department of Education.
- It is the student's responsibility to communicate with the Student Accounts Office if they anticipate any issues in meeting payment deadlines.
- Any student with an outstanding balance will have a Student Accounts hold placed on their account which will prevent the student from registering for classes, enrolling in future semesters, receiving diplomas, and/or receiving/sending official/unofficial transcripts.

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

If students do not make payments and/or do not respond to the efforts of the Student Accounts staff, additional personnel may be used to assist with collection efforts. Students may be informed to contact Student Accounts by any of the following: individuals on their FERPA form, faculty, advisors, Resident Life staff, or athletic coaches.

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

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

Bluefield University Employees - Employees of Bluefield University with a Student Account balance may set up a payment plan through Human Resources to have 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, 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 possibly 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 to not accept a check from a student who has previously presented a check with insufficient funds. Failure to properly pay the amount of a returned check and fee 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 elected to pick up the credit check, request it mailed to a different address, or request express shipping will need to complete the Check Delivery form located on myBU or available in Bluefield Central. If no Check Delivery form is on file for the student when the credit is actual, the credit check will be mailed to the student's legal home address on file with the University. Traditional students will need to complete a Check Deliver form if they would like their credit mailed when it is issued. Any credit checks not 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 a week prior to the start of class for our online and graduate students (see the academic calendar for specific dates).

1. Apply and be accepted for admission to Bluefield University.

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

FAFSA Filing Year

Date of College Attendance	*When FAFSA Can Be Submitted*	*Income Information Year Required*
7/1/2026-6/30/2027	10/1/2025-6/30/2027	2024
7/1/2027-6/30/2028	10/1/2026-6/30/2028	2025
7/1/2028-6/30/2029	10/1/2027-6/30/2029	2026

FEDERAL PROGRAMS

Direct Unsubsidized Loans

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

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

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

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

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

Federal Direct Stafford Loan Annual Limits

Grade Level	Dependent Students (Subsidized and Unsubsidized)	Independent Students or Dependents with PLUS Denial
Graduate Level	—	$20,500
Graduate PLUS	No new GRAD PLUS loans will be accepted after 7/1/26 per DOE	—

OUTSIDE SCHOLARSHIPS & LOANS

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

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

DECISIONS AFFECTING AID ELIGIBILITY

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

- not attending, dropping, or withdrawing from courses and/or sub-terms you are registered to attend;
- completely withdrawing;
- failing to properly withdraw;
- failing to maintain Financial Aid satisfactory academic progress;
- providing incomplete or inaccurate information during the application process;
- receiving additional sources of aid (such as outside grants or private loans);
- receiving aid above the amount of tuition;

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

Enrollment Levels

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

Less than Half Time	*Half Time*	*Three Quarter Time*	*Full Time*
1-2	3	4-5	6 or more

FINANCIAL AID SATISFACTORY ACADEMIC PROGRESS POLICY (SAP)

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

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

Standard 1: Grade Point Average

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

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

Standard 2: Credit Hour Completion Ratio

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

Standard 3: Maximum Time Frame

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

Calculation and Rounding

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

SAP Notification

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

Transfer Credits

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

Pass/Fail Courses

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

Repeated Courses

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

Incomplete Grades

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

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

Preparatory Coursework
Bluefield University does not have any programs that require students to take preparatory course work to be admitted into the program and therefore, 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 Petition
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 of being submitted. Students will be notified of the outcome of their appeal in writing.

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

Students 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.
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 require 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
financial-aid@bluefield.edu

Which Documents Do I Submit?

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

Possible Verification Documents

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

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

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

Students, or Parents, Filing an Amended Return:

- Submit a signed copy 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 who are Victims of Identity Theft:

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

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

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

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

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

INSTITUTIONAL REFUND POLICY

Withdrawal

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

Refunds After Withdrawal

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 have 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

16-week course	107	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	93%	Returned
Day 9	92%	Returned
Day 10	91%	Returned
Day 11	90%	Returned
Day 12	89%	Returned
Day 13	88%	Returned
Day 14	87%	Returned
Day 15	86%	Returned
Day 16	85%	Returned
Day 17	84%	Returned
Day 18	83%	Returned
Day 19	82%	Returned
Day 20	81%	Returned
Day 21	80%	Returned
Day 22	79%	Returned
Day 23	79%	Returned
Day 24	78%	Returned
Day 25	77%	Returned
Day 26	76%	Returned
Day 27	75%	Returned
Day 28	74%	Returned
Day 29	73%	Returned
Day 30	72%	Returned
Day 31	71%	Returned
Day 32	70%	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

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 is received, 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.

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 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.

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 and Employment 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 and Employment benefits are not required to secure funding to cover the cost of their tuition while VA processes the award. Should the VA make a determination that the student is no longer eligible for benefits, or the payment is less than the cost of tuition, the student is responsible for the unpaid balance.

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 SAA office investigates complaints of GI Bill™ beneficiaries. While most complaints should initially follow the school grievance policy, if the situation cannot be resolved at the school, the beneficiary should contact the SAA office via email saa@dvs.virginia.gov.

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

DVA regulations will not allow benefits for 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.

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

Veterans & Active Duty

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

Orientation Program

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

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

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

STUDENT ACTIVITIES/LEADERSHIP

Student activities complement the academic mission of the University and enhance the overall educational experience through the development of, exposure to, and participation in social, cultural, recreational, spiritual and leadership programs. Student Activities coordinates programming that includes concerts, special events, group trips, visiting coffeehouses, lectures, etc. All students, including graduate students, are encouraged to participate in the various activities, clubs, and organizations to further cultivate social skills and develop leadership abilities. For a complete list and description of clubs and organizations on campus, students should consult the *Student Handbook*.

SPIRITUAL LIFE AND ACTIVITIES

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

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

Activities and programs contributing to the development of spiritual growth are available to all students 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. **HOME:** these weekly events, sponsored by BUSM are opportunities for student led worship and they also can be counted toward required RAMS Life 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.

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.

CAREER SERVICES

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

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

STUDENT COMPLAINTS

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

Grievance Policy: Formal Complaints

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

The University prohibits retaliation against any student based upon the student's filing of a grievance or participation in the investigation of any grievance. Any act of retaliation may result in disciplinary action up to and including suspension or expulsion from the University. Students may file a complaint with the Executive Vice President for Online Education if they feel that they have been subjected to retaliation.

Student Complaint Procedure:

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

WHISTLEBLOWER POLICY

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

ALCOHOL & DRUG POLICY

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

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

The state law of Virginia prohibits 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 email and text messaging emergency notification system; Bluefield University email list serves for students, faculty, and staff;

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

Academic Policies

ACADEMIC OVERVIEW

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

THE HONOR CODE

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

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

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

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

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

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

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 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.

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).

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 STANDING

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

Academic 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 (3.0 for graduate students) 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.

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 required for the program.

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.

Academic Suspension

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

Readmission for Academically Suspended Students

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

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 and

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

Academic Forgiveness Policy

To be considered for academic forgiveness, a student must:

- be currently enrolled or seeking readmission,
- 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 regardless of academic level.

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

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

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

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

ONLINE LEARNING POLICY

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

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

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

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

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

Students must have the necessary computer skills to successfully complete all 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.

DOCTORAL GRADING SYSTEM

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

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

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

GRADE OF INCOMPLETE

For various reasons, 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 Request will be sent to the course instructor who will determine whether to allow the incomplete and will determine a recommended final deadline for the extension based on the nature and duration of the unavoidable circumstance. A determination of denial of the Request by the course instructor will be final.

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

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

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

COURSE POLICIES

Course Load

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

Course Numbering System

First digit:	**0**000 - level of the course: Graduate – 5000
Second & Third digits:	0**00**0 - College/School identification
Fourth digit:	000**0** - number of credit hours

Credit Hour Policy

For Bluefield University students in the online graduate program, a semester credit hour is based on the traditional "Carnegie Unit," which stipulates that one semester credit hour be awarded for 15 sessions of 50-minutes duration in classroom lecture-recitation each requiring two hours of outside preparation by the student. The University identifies this unit as the primary academic measure by which progress toward a degree is gauged. However, the University also recognizes that such a unit measures only a part, albeit a major part, of a composite learning experience, based upon formally structured and informal interactions among faculty and students. Due to this understanding, Bluefield University has adopted a variant of the "Carnegie Unit" which is consistent with innovative practices such as online education, competency-based credit, and academic activities that do not rely on "seat time." In the interest of accurate academic measurement and cross-campus comparability, the following definitions and practices apply in controlling the relationship between contact and credit hours. These definitions constitute a formalization of current and historic policy in order to ensure consistency throughout the University. Courses may be composed of any combination of elements described, such as a lecture course that also has required laboratory periods, or a lecture course having an additional requirement for supervised independent study or tutorial activity.

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

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

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

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

Credit for tutorial study (defined as study which is given initial faculty guidance followed by repeated, regularly scheduled

individual student conferences with a faculty member, and periodic as well as final evaluation of student performance) will be awarded on the basis of one semester hour credit for each equivalent of fifteen contact hours of regularly scheduled instructional sessions.

ADDING, DROPPING, & WITHDRAWING FROM CLASSES

Adding Classes

Students enrolled in 15-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

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

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

LEAVE OF ABSENCE POLICY

Students who do not register for classes in a semester are considered no longer enrolled at the institution. This status necessitates that if they wish to return, they must apply for readmission and be admitted under the catalog in effect at the time of readmission. However, Bluefield University recognizes that certain circumstances may require a student to modify their enrollment status with the institution. The leave of absence policy is designed to allow the student flexibility in program enrollment to accommodate these circumstances. A student on an approved leave of absence is considered enrolled at BU and eligible for in-school deferment for student aid loans. They continue under their current catalog and do not have to seek readmission. If a student fails to apply for the leave of absence or if the leave of absence is denied, federal financial aid eligibility may be negatively impacted.

Leaves of absence may be requested to take place immediately within a semester (which necessitates a withdrawal from all classes currently enrolled in) or for an upcoming term. The duration of the leave is a minimum of an academic semester or an equivalent 4-month period. For leaves that begin within a semester, the duration includes the semester in which the leave begins and the immediately following term. Students are expected to return from leave within 2 full semesters from the effective date of leave.

Students may apply for the following types of leave of absence:

- *Medical Leave of Absence*: Students who have a sudden or ongoing condition related to physical or mental health may choose to take a leave of absence. The student must submit appropriate paperwork from their medical provider indicating the need for the leave of absence. In cases where the medical leave of absence is requested during the term, requiring immediate withdrawal from courses, an approved medical leave of absence will result in W grades assigned for courses in that term even if the request for leave of absence is received after the last date to withdraw with a grade of W.
- *Personal Leave of Absence*: Students who wish to pursue a personal or professional experience or opportunity may wish to take a personal leave. In cases where the personal leave of absence is requested during the term, requiring immediate withdrawal from courses, the request for leave must occur prior to the last date to withdraw with a grade of W. If the request is made after that date a withdrawal will result in failing grades for courses the student is currently enrolled in.
- *Military Leave of Absence*: Military personnel may receive orders requiring their deployment and thus need military leave. The student must submit a copy of the military orders indicating the duration of service. In cases where the military leave of absence is requested during the term, requiring immediate withdrawal from courses, an approved military leave of absence will result in W grades assigned for courses in that term even if the request for leave of absence is received after the last date to withdraw with a grade of W.

To receive a leave of absence students must:

1. Have successfully completed at least one semester/term in their current degree program.
2. Confer with their academic advisor, residence life staff (if living in residence halls), coach (if a student-athlete), the

Principal Designated School Official (if an international student), and financial aid prior to submitting the Leave of Absence Request Form.
3. Be in good academic standing.
4. Not have holds (disciplinary, financial) which would prohibit registration.
5. Submit a completed Leave of Absence Form with documentation detailing the reason(s) for the leave and declaring an expected return date.

Requests for Leave of Absence will be reviewed by the Provost's Office in consultation with other departments as necessary.

Please note: A student choosing to take a leave of absence should be aware that due to the standard rotation of course offerings (some courses may only be offered every other year for example) they may face an extended time to completion upon returning. The student should discuss this with his/her advisor. Also, some programs may have different Leave of Absence policies. Please consult program specific student handbooks for information on their Leave of Absence policies.

Returns from Leaves of Absence
Students seeking to return from a leave of absence for an upcoming term must submit a Request to Return to the Registrar's Office. The request to return must be accompanied by documentation of medical clearance (if a Medical Leave) or military orders (if a Military leave). If courses were taken at other institutions during the leave, official transcripts must be received by BU from all institutions where the courses were taken. Once the Request to Return is approved, the student will be able to register for the term.

If the student does not submit the Request to Return by the stated end date of their leave of absence, they will be unenrolled from the institution and no longer eligible for in-school deferment of federal loans. If they choose to return to BU after that point they will need to reapply for admission.

WITHDRAWAL FROM THE UNIVERSITY

A student who wishes to withdraw from the University should notify their advisor, and then complete the University Withdraw Form, available in MyBU. 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 firstmeeting of the semester.

Class Attendance

Regular class participation is critically important to successful learning in any online course, including the graduate courses at Bluefield University. Students are expected to regularly check email and complete assignments in a timely manner (each week). Failure to participate in the course may result in an administrative withdrawal or drop.

Repeating Courses

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

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

Auditing Courses

Students who audit courses are not held responsible for the work and receive no grade or credit. A course which is audited cannot change to a credit course, nor can a credit course be changed to an audit course after the add/drop 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 all be binding upon both parties. Within three weeks of receipt of a complaint, the committee will communicate its findings in writing to both parties, and a copy will be filed in the Academic Affairs Office. The Provost will be responsible for enforcing 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.

DOCTORAL COURSE ENROLLMENT ON THE MASTER'S LEVEL

Master of Arts in Education: Curriculum and Instruction and Master of Arts in Educational Leadership students will be allowed to begin the Doctor of Education program in the final semester of their Master's degree program. Students need a 3.0 GPA in their Master's degree program and can only take one course in the Doctor of Education program during their final semester of their Master's degree program. Master's degree students seeking to begin the Doctor of Education in their final semester will need approval from the Program Director for the Doctor of Education.

Articulation Agreements with VCOM

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

GRADUATION

Requirements for Graduation

General Degree Requirements for graduation are:

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

Minimum GPA for Graduation

The post-graduate student must have a grade point average of at least 3.0 for all graduate work completed at Bluefield University. The post-graduate student must also have the program minimum grade point average in all coursework required for the graduate major.

Program	GPA Minimum
EdD (all concentrations)	3.0
DBA (all concentrations)	3.0

Early Degree Conferral

Early Degree Conferral may be granted for students who complete their degree requirements and have specific circumstances that require the degree to be conferred prior to the next conferral date. The Early Degree Conferral Form must be completed by the student and submitted through MyBU. The Early Degree Conferral Committee and Provost will make a decision on the conferral, and the Registrar will notify the student.

OUTCOME ASSESSMENT

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

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

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

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

ACADEMIC SUPPORT SERVICES

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

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

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

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

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

ACADEMIC SERVICES

Easley Library
Easley Library was built in 1956. It is named in memory of Frank Smoot Easley and David Milton Easley, both of whom served on the Board of Trustees. The three-story building consists of a main entrance level, a mezzanine or second floor, and a ground level which houses the Education Department. As an integral part of the educational program of Bluefield University, the library provides instructional resources, services, and facilities to the University community. The library has approximately 45,000 print volumes, 155,462 electronic books, 32 print periodical subscriptions, access to over 80,000 full-text journals online, and 70 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 72 hours per week. Two collaboration rooms with PCs and smartboards are available for student and faculty use as well.

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

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

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

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

specified in the guidelines of the Americans with Disabilities Act (ADA) and Rehabilitation Act of 1973.

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

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

Doctoral Academic Programs

CAUDILL SCHOOL OF BUSINESS

Doctor of Business, DBA

Specializations: Finance, Healthcare Management, Human Resources, Justice Administration, Leadership, and Sports Management

SCHOOL OF EDUCATION & SOCIAL SCIENCES

Doctor of Education

Specializations: Educational Leadership, Instructional Design and Technology, and Special Education

Caudill School of Business

DOCTOR OF BUSINESS ADMINISTRATION

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

In the Doctoral of Business Administration program at Bluefield University, students develop knowledge and skills in key business areas with the option to specialize in leadership, healthcare administration, finance, human resources, sports management, and justice administration. Students complete 51 credit hours of coursework that includes a common core of 30 credit hours, with an additional 9 hours in each specialization, and 12 credit hours for their dissertation work. Courses are offered in 8-week terms.

DBA Program Learning Outcomes

Upon completion of the DBA program graduates will be able to:

- Apply theoretical frameworks to real-world business problems;
- Design and conduct original research studies in business;
- Develop and implement effective business strategies; and
- Communicate complex business ideas and research findings effectively.

DBA Admissions

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

- Completed doctoral application;
- A minimum graduate cumulative GPA of 3.0 on a 4.0 scale;
- An earned MBA degree and official transcripts from an institution accredited by an accrediting body recognized by CHEA;

Academic Standing for the DBA

Satisfactory academic standing in the DBA program is determined after the completion of six post-graduate semester hours. Students must maintain a grade point average of 3.0 on a 4.0 scale and must have a 3.0 overall GPA in the program to graduate with an DBA. Courses where students earn below a B must be repeated. DBA students must follow existing Bluefield University academic policies on grades, grade appeals, incompletes, and grade changes.

Transfer Credit

The only transfer credit that will be permitted is if a student wishes to transfer their Bluefield University MBA specialization courses into their matching DBA specialization courses. The student must have earned a B or better and they will need to complete a research paper for each of the three courses they wish to earn credit for and receive a successful grade on each paper.

Degree Graduation Requirements

The DBA program requires 51 credit hours that include a common core of 42 credit hours, with an additional 9 credit hours in each specialization.

Doctorate in Business Administration

Degree Requirements	Credits
DBA Core Requirements	42
Concentration Requirements	9
Required for Graduation	**51**

DBA Core Courses	Credits
BUS 7113 Employee Motivation and Organizational Performance	3
BUS 7123 Economic Models for Business Decision Making	3
BUS 7133 Managing Human Talent	3
BUS 7143 Advanced Strategic Marketing for Business Leaders	3
BUS 7153 Strategic Thinking and Decision Making	3
BUS 7163 Managerial Ethics and Social Responsibility	3
BUS 7173 Current Topics in Business Administration & Leadership	3
BUS 7183 Strategic Financial Resource Management	3
BUS 7213 Advanced Research Methods	3
BUS 7223 Case Study Research and Literature Review Development	3
BUS 8804 DBA Dissertation 1	4
BUS 8814 DBA Dissertation 2	4
BUS 8824 DBA Dissertation 3	4
DBA Core Total:	**42**

Leadership Specialization	Credits
BUS 5333 Project Management	3
BUS 5353 Organizational Behavior & Change	3
BUS 5413 Innovation and Entrepreneurship	3
Specialization Total:	**9**
Healthcare Specialization	**Credits**
MHE 5203 Intro to Healthcare Service Systems	3
MHE 5213 Introduction to Healthcare Policy	3

MHE 5243 Healthcare Financial Management	3
Specialization Total:	**9**

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

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

Human Resources Specialization	**Credits**
BUS 5203 Human Resources Planning and Recruitment	3
BUS 5213 Human Resources Development & Performance Management	3
BUS 5223 Strategic Human Resources Management	3
Specialization Total:	**9**

Sports Management Specialization	**Credits**
BUS 5603 Athlete and Team Management	3
BUS 6003 Sports Media and Communications	3
BUS 6013 Financial Management in Sports	3
Specialization Total:	**9**

Completion Sequence – DBA

(Two courses per subterm)

Semester 1	**Credits**	**Semester 2**	**Credits**
DBA Core	3	DBA Core	3
DBA Core	3	DBA Core	3
DBA Core	3	DBA Core	3
DBA Core	3	DBA Core	3
Total	**12**	**Total**	**12**

Semester 3	**Credits**	**Semester 4**	**Credits**
DBA Core	3	DBA Dissertation 1	4
DBA Core	3	Specialization	3
Specialization	3		
Specialization	3		
Total	**12**	**Total**	**7**

Semester 5	**Credits**	**Semester 6**	**Credits**
DBA Dissertation 2	4	DBA Dissertation 3	4
Total	**4**	**Total**	**4**

**Note: Completion plans for candidates may vary depending on start date and number of courses*

BUS | Graduate Business Courses

BUS 7113 Employee Motivation and Organizational Performance
This doctoral-level course provides an advanced examination of the theories, evidence, and strategic practices that shape employee motivation in modern organizations. Students explore foundational and contemporary motivation frameworks, including psychological, behavioral, and organizational perspectives, and analyze how motivation influences performance, engagement, innovation, and retention. The course evaluates the impact of leadership behavior, work design, reward systems, culture, and the evolving nature of work on motivational outcomes. Emphasis is placed on integrating scholarly research with practical application to diagnose motivational challenges, design evidence-based interventions, and align human motivation with organizational strategy. Through critical analysis, application-focused assignments, and synthesis of research, DBA students develop the ability to create high-impact motivational strategies that enhance individual and organizational performance.

BUS 7123 Economic Models for Business Decision Making
This doctoral-level course examines advanced economic models and analytical frameworks used to support strategic business decision making in complex and dynamic environments. Students explore microeconomic and macroeconomic theories, market structures, pricing models, game theory, econometric reasoning, and behavioral economics to understand how economic forces shape organizational choices. Emphasis is placed on applying economic logic and analytical tools to real-world business problems, evaluating the impact of policy and market fluctuations, and designing data-informed strategies that improve organizational performance. Through critical evaluation of scholarly research, modeling exercises, and application-based assignments, DBA students will develop the ability to interpret economic signals, forecast business outcomes, and integrate economic insights into high-level managerial decisions.

BUS 7133 Managing Human Talent
This doctoral-level course provides an advanced examination of how organizations attract, develop, engage, and retain human talent to achieve strategic objectives. Grounded in contemporary research and evidence-based practice, the course explores the strategic role of talent management in driving organizational performance, innovation, and competitive advantage. Students analyze frameworks and theories related to workforce planning, talent acquisition, performance management, leadership development, succession planning, and employee engagement. Emphasis is placed on understanding how global trends, technology, analytics, and evolving workforce expectations shape human capital strategy. Through critical evaluation of scholarly literature and application to real-world organizational challenges, DBA students will design strategic talent management solutions that align with long-term business goals and advance organizational effectiveness.

BUS 7143 Advanced Strategic Marketing for Business Leaders
This doctoral-level course examines advanced concepts and strategic frameworks in modern marketing, emphasizing how marketing leaders create, deliver, and sustain value in competitive and rapidly evolving environments. Students explore cutting-edge theories, consumer behavior insights, market strategy development, brand leadership, digital ecosystems, and customer experience management. The course integrates academic research with applied decision-making to equip DBA students with the strategic mindset needed to diagnose market challenges, evaluate opportunities, and design innovative, evidence-based marketing strategies that drive organizational performance. Students will critically analyze current marketing issues, synthesize scholarly knowledge, and apply strategic thinking to real-world business problems.

BUS 7153 Strategic Thinking and Decision Making
This doctoral-level course examines how leaders think strategically and make high-stakes decisions in complex, uncertain environments. Grounded in strategic management, behavioral science, and systems thinking, the course explores the cognitive, organizational, and environmental factors that shape strategic judgment. Students analyze decision-making models, evaluate the role of mental models and biases, and apply advanced tools for diagnosing strategic challenges. Through rigorous inquiry, case analysis, and research-based application, students learn to design and evaluate decisions that enhance long-term organizational performance, resilience, and adaptability.

BUS 7163 Managerial Ethics and Social Responsibility
This doctoral-level course critically examines the ethical responsibilities of managers and the role of organizations in contributing to social well-being. Drawing on ethical theory, organizational behavior, stakeholder perspectives, and contemporary challenges in corporate responsibility, students will explore how leaders make morally defensible decisions in complex, ambiguous environments. Through intensive reading, case analysis, reflective inquiry, and applied research, students will develop advanced competencies in ethical reasoning, responsible leadership, and values-based managerial practice.

BUS 7173 Current Topics in Business Administration & Leadership
This doctoral-level course provides an in-depth exploration of contemporary issues, trends, and research in business administration and leadership. Students will engage in a critical analysis of the latest theoretical and practical developments in the field, including the impact of globalization, technological advancements, and shifting societal values on organizational behavior, leadership, and strategy.

BUS 7183 Strategic Financial Resource Management
This doctoral-level course provides an in-depth examination of the allocation of financial resources from a strategic perspective, considering factors such as risk, return, and sustainability. Students will explore the complex relationships between financial resource allocation, organizational strategy, and performance.

BUS 7213 Advanced Research Methods
This course provides DBA students with an applied and rigorous examination of research methods and procedures used across the diverse domains of business practice. Students explore how to conceptualize real-world organizational problems, formulate researchable questions, design practitioner-relevant studies, develop measurement instruments, and collect and analyze qualitative and quantitative data. Emphasis is placed on selecting appropriate methodological approaches that align with practical business challenges and evidence-based decision making. Throughout the course, students will develop a research proposal that—pending approval from the student's advisor and program leadership—will serve as the outline of their doctoral dissertation.

BUS 7223 Case Study Research and Literature Review Development
This doctoral-level course provides an in-depth exploration of case study research methodology and advanced literature review techniques essential for evidence-based business inquiry. Students examine the philosophical foundations, designs, and analytic strategies associated with high-quality case study research, including single-case, multiple-case, and embedded case approaches. Emphasis is placed on developing skills for identifying, analyzing, and synthesizing scholarly literature to construct strong conceptual frameworks and support rigorous research design. Through evaluation of exemplary case studies and iterative practice, students learn to craft researchable problems, select appropriate qualitative designs, develop data collection protocols, and apply systematic techniques for coding and analysis. By the end of the course, students will produce a draft literature review and an initial case study research plan suitable for inclusion in their doctoral dissertation.

BUS 8804 DBA Dissertation 1
This course is the first step for DBA Doctoral Candidates in the process of developing and completing their research study and dissertation. Doctoral Candidates will develop Section 1 which includes the Foundation of the Study to include a detailed Literature Review outline relevant to the proposed research study.

BUS 8814 DBA Dissertation 2
This course is the second step for doctoral candidates in the process of developing and completing their research study and dissertation. Doctoral candidates will complete Chapter 2, Literature Review and Chapter 3, Methodology and combine them with Chapter 1 to form their research proposal. Candidates will also conduct their research proposal defense and submit their research to the IRB for review.

BUS 8824 DBA Dissertation 3
This course is the final step for doctoral candidates in the process of developing and completing their research study and dissertation. Doctoral candidates will conduct their field study and complete Chapter 4, Data Analysis and Results as well as Chapter 5, Conclusions. Finally, doctoral candidates will combine all chapters to form their dissertation manuscript in preparation for their dissertation defense.

Finance Specialization

BUS 5163 Advanced Financial Management
Examines the problems faced by the corporate financial manager on the theoretical, analytical, and applied levels. The impact of the financing decision upon the value of the firm is analyzed. Theoretical and analytic aspects of the capital budgeting decision are examined with emphasis on methods of incorporating risk into the capital budgeting decision.

BUS 5173 Investment Analysis and Management
Provides overview of the fields of security analysis and portfolio management. Introduces the analysis of individual investments with special reference to common stocks and bonds. Designed for the finance major who is interested in the security/investment area as a possible career.

BUS 5183 Small Business Finance
Financing problems that face a new and/or small business can be broken into financial planning, valuing, and raising capital. These topics form the main portion of this course. The course is designed for those planning to start a business or take over an existing business. It will also be beneficial for those planning careers that must interact with a small or new business.

Leadership Specialization

BUS 5333 Project Management
The operations management course examines the design, planning, control and the improvement of manufacturing operations, of service operations as well as other business contexts. Analytical methods for solving management problems, construction of mathematical models, and advanced quantitative decision techniques will be used for solving operational problems in business contexts. The mathematical techniques covered include expected value, learning curves, linear programming techniques related to transportation models, scheduling, and optimization, and waiting line models (queuing theory).

BUS 5353 Organizational Behavior & Change
Managers are confronted by new challenges created by the global economy, pressures to improve performance, and demands to produce more with less. Students will learn how organizations operate as systems through diverse strategies. Materials are drawn from a range of perspectives including management, organizational psychology, and sociology. The course will integrate these perspectives and stress their application to organizations.

BUS 5413 Innovation and Entrepreneurship
This course examines the many facets of innovation and entrepreneurship, including business models, frameworks, funding, barriers, and risks for introducing new products and services. Students will focus on entrepreneurship as a model of thinking and innovating within existing businesses and as a pathway to launching new businesses.

Human Resources Specialization

BUS 5203 Human Resources Planning & Recruitment
This course covers essential topics such as workforce forecasting, gap analysis, and strategic workforce planning, allowing students to understand the importance of having the right people in the right roles. The recruitment section delves into sourcing candidates through both traditional and modern methods, as well as the legal and ethical considerations surrounding hiring. Students will also explore current trends in HR technology and recruitment automation, enabling them to develop forward-thinking talent acquisition strategies.

BUS 5213 Human Resources Development & Performance Management
The Human Resources Development & Performance Management course focuses on strategies for training, career development, and leadership development. Students will explore how to create developmental frameworks that enhance employee skills, competencies, and job satisfaction. This course delves into performance management, where students will learn how to design and execute performance appraisal systems, set clear performance expectations, provide feedback, and foster continuous improvement. The course also addresses the challenges of managing diverse talent pools and aligning performance management systems with overall organizational goals.

BUS 55223 Strategic Human Resources Management
This course provides students with an in-depth understanding of how HR practices and policies can be aligned with business strategies to create value and enhance organizational performance. Through a strategic lens, students will learn how to design, implement, and evaluate HR initiatives that support long-term business goals, foster innovation, and manage workforce dynamics in a globalized, rapidly changing environment.

Sport Management Specialization

BUS 5603 Athlete and Team Management
This course explores the multifaceted aspects of managing athletes and sports teams, focusing on leadership, communication, conflict resolution, ethics, and the psychological aspects of sports performance. Students will learn to navigate the complex dynamics between athletes, coaches, management, and other stakeholders in the sport industry.

BUS 6003 Sports Media and Communications
This course explores the intersection of sports, media, and communication strategies. It focuses on how sports organizations use media to engage with fans, stakeholders, and the public, covering traditional and digital media platforms. Students will analyze case studies, develop communication strategies, and gain practical experience in sports media management.

BUS 6013 Financial Management in Sports
This course introduces students to the principles and practices of financial management specific to the sports industry. Topics include budgeting, financial planning and revenue generation, cost management, investment, and financial decision-making in sports organizations. The course aims to equip students with the knowledge and skills necessary to manage financial resources in various sports contexts, from professional teams to amateur leagues and facilities.

Justice Administration Specialization

CRJ 5003 Justice Issues Seminar
This course will focus on theories of criminality, and on the key concepts of the criminal justice system, while allowing students to explore emerging issues. Theory will be explored from historical classical explanations to the more recent paradigms. The course will provide an overview of theory and crime and explore specific approaches of crime. The course will also provide an assessment of the differing theories and future directions in criminological theory. Students will be expected to actively participate in class by

presenting critiques and policies they have formulated based on the discussions and readings. Focus in the course will not only be on the theoretical background of criminology but also on recent research in the field, and how it relates to emerging issues in criminology. Students will examine problems associated with testing of theories and critically analyze policies which evolve from these theories. Each student will be expected to select a particular theory or perspective and investigate that theory by reviewing a minimum of five research studies and examine policy implications for the particular perspective chosen.

CRJ 5133 Law Enforcement Administration
The transcendent theme of this course is decision making in law enforcement and community interaction; introducing broad conflict resolution skills along with problem solving and dispute resolution applied to conflicts between small groups and organizations. This course will introduce cornerstone theoretical and practical perspectives on ethical and legal solutions to law enforcement/community problems. Students are expected to actively participate in class by examining a minimum of three current problems in police/community engagement, applying best practices for resolution, and presenting written policy change by paper and presentation.

CRJ 5143 Corrections Administration
This course will provide an analysis of the United States Correctional System and its relationship to all aspects of the Criminal Justice System. Students will understand contemporary application of philosophical arguments regarding incarceration, retribution, deterrence, rehabilitation, and reintegration. Policy analysis and decision-making models for Federal, State, and local correctional systems are examined, with best practices for correctional professionals. Students will also participate in discussion and examination of the private, for-profit prison industry within the United States. Students will select a special philosophical argument or topic to examine in-depth using contemporary research methods and present findings in a final paper.

CRJ 5153 Crisis Command, Control, and Aftermath
This course will introduce the student to the phenomenon of crisis, and the various methods and techniques employed by criminal justice professionals in their efforts to respond to, contain, and de-escalate the various forms of chaos, mayhem, and disorder occurring in America. The major types of crises will be explored, including causative factors related to each, the various typologies of those involved, and psychosocial factors influencing their onset and escalation. A secondary goal will be to introduce the reader to the psychological effects of crisis on the criminal justice professionals who respond. Long-term effects, such as PTSD, and their diagnosis, treatment, and outlook, will also be covered.

Healthcare Specialization

MHE 5203 Introduction to Healthcare Service Systems
An introduction to the current status, trends, practices, and issues in the delivery of health services. Pre-requisite business core classes.

MHE 5213 Introduction to Health Policy and Management
The course will prepare individuals to organize and lead policy analysis; to confront the underlying values and ethics of policy analysis in their work; as well as develop and refine policy solutions through analysis and advocacy. Students will be encouraged to develop a "theory" or "philosophy" of policy analysis in the American democracy for their careers in the health care field or public health.

MHE 5243 Healthcare Financial Management
This course focuses on how to organize, interpret, and utilize accounting and economic principles needed to effectively manage health care resources in community and private health care organizations. In addition, the course explores healthcare policies that impact financial and organizational decisions that impact the delivery of health care services.

School of Education and Social Sciences

DOCTOR OF EDUCATION

Our 48-credit hour Doctor of Education (EdD) is an online program with three concentrations for candidates to choose from: Educational Leadership, Special Education, or Instructional Design and Technology. The Doctor of Education program implements the applied doctoral research methodology to address research phenomena, problems, and practices by developing innovative, evidence-based solutions that contribute to both theoretical understanding and practical applications. Through rigorous inquiry, interdisciplinary collaboration, and the use of advanced research methodologies, this research aims to generate new knowledge, inform policy or practice, and ultimately improve outcomes for stakeholders. The ultimate mission is to advance the field of education, bridge existing gaps, and create sustainable, impactful change that addresses the root causes of problems in the field.

Program Overview

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

Program Outcomes
Candidates who successfully complete the Doctor of Education in Educational Leadership, Special Education, or Instructional Design and Technology will meet learning outcomes related to research design and methodology competence, contribution to profession practice, advanced analysis and interpretation skills, scholarly communication excellence, and ethical research practice. Candidates will be able to:

1. Demonstrate the ability to design and execute rigorous applied research studies by successfully developing dissertation proposals that receive approval from their dissertation committees, with 90% of candidates passing their proposal defense within their first two attempts.
2. Produce original applied research that advances professional practice, as evidenced by at least one recommendation being made to solve a problem or improve a practice at a specific site based on scholarly literature and data collected.
3. Demonstrate proficiency in applying appropriate quantitative and/or qualitative analytical methods to address complex real-world problems, with 100% of dissertations receiving satisfactory or higher ratings on data analysis and interpretation from reviewers.
4. Effectively communicate research methods and findings to both academic and practitioner audiences, as measured by dissertation chapter submissions and dissertation defense presentations that receive an average rating of 4.0 or higher on a 5-point scale across criteria including clarity, organization, and response to questions.
5. Demonstrate comprehensive understanding and application of ethical research principles, with 100% of students successfully completing IRB training and receiving IRB approval for their research without major revisions to ethical procedures.

Admissions

Admission Requirements for the MAEL Program with licensure in Administration and Supervision Prek-12.
Requirements for Applicants for the Doctor of Education:

1. Candidates must complete a Doctor of Education application.
2. Candidates must have a master's degree from a regionally accredited institution with a minimum 3.0 GPA, preferably in education or a related field; however, other applicants will be considered.
3. Candidates must submit official transcripts from all previously attended institutions.
4. Candidates must submit a 2-to-3-page statement of purpose providing an explanation of their interest in doctoral study, professional goals, and why Bluefield University's EdD is the right next step for them.
5. Bluefield University doctoral programs are not approved for international students.

Academic Policies

Academic Standing for the EdD Program
In line with the academic policies of Bluefield University, satisfactory academic standing for the EdD program will be determined by completion of three postgraduate semester hours per term with no grade below a B. Students must maintain a minimum 3.0 grade point average (GPA) on a 4-point scale. If a student's GPA falls below 3.0 at the end of any semester, the student will not be allowed to continue in the program. In order to continue in the program, students must petition the Provost, who will convene an ad-hoc committee to decide the student's status in the program. If approved to continue in the program, the student must create a plan for completion to be approved by the Dean of the School of Education and Social Sciences. Grading, grade appeals, and grade changes will be consistent with the institution's existing academic policies and can be found in the Bluefield University catalog.

Repeating Courses
If students make below a B in a course, they may only be allowed to repeat up to two courses in the program. If students are not successful in obtaining a B or above in the repeated courses, they will be dismissed from the program.

Plan for Remediation
If a student who does not have a Master's degree in education or a related field is accepted into the Doctor of Education program,

but receives an academic suspension due to falling below a 3.0 GPA, the student would need to take a minimum of two Master's level education courses at Bluefield University prior to being able to appeal to return to the Doctor of Education program. The two Master's level courses would provide the student with foundational knowledge within the field of education. The two Master's level courses would be approved by the Dean for the School of Education and Social Sciences based on the student's performance in EdD courses and the identified areas of growth for the student.

Transfer Credits

A maximum of 24 credit hours of doctoral level coursework for core or elective courses may be transferred in from a regionally accredited institution. Courses may not be transferred in for Bluefield University dissertation courses. Transfer courses must be equivalent to courses in the program. Prerequisite coursework that does not count toward the postgraduate degree may not be transferred. Only courses with a grade of B or higher will transfer, and the grades for transfer courses will not count in the Bluefield University grade point average.

Transfer credit for the EdD program at Bluefield University must have been completed within the past five years. For candidates who completed comparable doctoral work outside of the five year time frame, possible transfer work will be evaluated by the Dean for the School of Education and Social Science. To receive transfer credit, the student must submit an official transcript, and if requested, a course syllabus and course description. All transfer credit is subject to approval by the Dean of the School of Education and Social Sciences. The School of Education and Social Sciences and Bluefield University reserve the right to evaluate all transfer credit regarding its institutional standards.

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

Postgraduate Program Records Policy

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

Graduation Requirements for the Doctor of Education Program

The graduation requirements for the Doctor of Education program include the completion of 48 required postgraduate hours of coursework. Candidates for graduation will be required to have a grade point average of 3.0 or better.

Degree Graduation Requirements

The Doctor of Education program requires 48 credit hours to graduate. All candidates will complete six core courses, two elective concentration courses, and six dissertation courses for a total of 48 credit hours. Candidates will select a concentration from three choices: Educational Leadership, Special Education, and Instructional Design and Technology. Three elective courses will be offered for each concentration and candidates will select two courses to complete. Candidates must complete all coursework, including dissertation courses, and successful dissertation defense within five years.

Doctor of Education Requirements

Degree Requirements	Credits
Core Courses	18
Elective Concentration Courses (Choose Two)	6
Dissertation Courses	24
Required for Graduation	**48**

Doctor of Education in Education Leadership	Credits
Core Courses	
EDU 7003 Historical and Social Foundations of Education	3
EDU 7013 Issues and Trends in Teaching and Learning	3
EDU 7023 Issues and Trends in Learning Technologies	3
EDU 7033 Leadership Principles and Ethics	3
EDU 7043 Advanced Behavior Management	3
EDU 7053 Collaboration and Communication in Special Education	3
Educational Leadership Electives (student will select two)	
EDU 7103 Organizational Analysis and Problem Solving	3
EDU 7113 Issues and Trends in Educational Leadership	3
EDU 7123 Culture and Educational Leadership	3
Dissertation Courses	
EDU 7403 Introduction to Research Methods	3
EDU 7415 Front Matter and Chapter 1: Introduction	5
EDU 7425 Chapter 2: Literature Review	5
EDU 7435 Chapter 3: Procedures	5
EDU 7443 Chapter 4: Findings	3
EDU 7453 Chapter 5: Recommendations	3
Total:	**48**

Doctor of Education in Special Education	Credits
Core Courses	
EDU 7003 Historical and Social Foundations of Education	3
EDU 7013 Issues and Trends in Teaching and Learning	3
EDU 7023 Issues and Trends in Learning Technologies	3
EDU 7033 Leadership Principles and Ethics	3
EDU 7043 Advanced Behavior Management	3
EDU 7053 Collaboration and Communication in Special Education	3
Special Education Electives (student will select two)	

EDU 7203 History and Future of Special Education	3
EDU 7213 Administration and Supervision of Special Education	3
EDU 7223 Disability and Learning	3
Dissertation Courses	
EDU 7403 Introduction to Research Methods	3
EDU 7415 Front Matter and Chapter 1: Introduction	5
EDU 7425 Chapter 2: Literature Review	5
EDU 7435 Chapter 3: Procedures	5
EDU 7443 Chapter 4: Findings	3
EDU 7453 Chapter 5: Recommendations	3
Total:	**48**

Doctor of Education in Instructional Design and Technology	**Credits**
Core Courses	
EDU 7003 Historical and Social Foundations of Education	3
EDU 7013 Issues and Trends in Teaching and Learning	3
EDU 7023 Issues and Trends in Learning Technologies	3
EDU 7033 Leadership Principles and Ethics	3
EDU 7043 Advanced Behavior Management	3
EDU 7053 Collaboration and Communication in Special Education	3
Instructional Design and Technology Electives (student will select two)	
EDU 7303 Instructional Design Theory	3
EDU 7313 Models for Instructional Design and Technology	3
EDU 7323 Ethics and Social Responsibility in Technology	3
Dissertation Courses	
EDU 7403 Introduction to Research Methods	3
EDU 7415 Front Matter and Chapter 1: Introduction	5
EDU 7425 Chapter 2: Literature Review	5
EDU 7435 Chapter 3: Procedures	5
EDU 7443 Chapter 4: Findings	3
EDU 7453 Chapter 5: Recommendations	3
Total:	**48**

Completion Sequence – Doctor of Education in Educational Leadership

*Fall start with candidate completing two courses per semester.

Fall Semester 1	**Credits**	**Spring Semester 2**	**Credits**
EDU 7003	3	EDU 7023	3
EDU 7013	3	EDU 7033	3
Total	**6**	**Total**	**6**

Summer Semester 3	**Credits**
EDU 7043	3
EDU 7033	3
Total	**6**

Fall Semester 4	**Credits**	**Spring Semester 5**	**Credits**
EDU 7053	3	EDU 7415	5
EDU 7113	3		
EDU 7403	3		
Total	**9**	**Total**	**5**

Summer Semester 6	**Credits**
EDU 7425	5
Total	**5**

Fall Semester 7	**Credits**	**Spring Semester 8**	**Credits**
EDU 7435	5	EDU 7443	3
		EDU 7453	3
Total	**5**	**Total**	**6**

Total	**48**

Completion Sequence – Doctor of Education in Special Education

*Fall start with candidate completing two courses per semester

Fall Semester 1	**Credits**	**Spring Semester 2**	**Credits**
EDU 7003	3	EDU 7023	3
EDU 7013	3	EDU 7033	3
Total	**6**	**Total**	**6**

Summer Semester 3	**Credits**
EDU 7043	3
EDU 7203	3
Total	**6**

Fall Semester 4	**Credits**	**Spring Semester 5**	**Credits**
EDU 7053	3	EDU 7415	5
EDU 7213	3		
EDU 7403	3		
Total	**9**	**Total**	**5**

Summer Semester 6	**Credits**
EDU 7425	5
Total	**5**

Fall Semester 7	**Credits**	**Spring Semester 8**	**Credits**
EDU 7435	5	EDU 7443	3
		EDU 7453	3
Total	**5**	**Total**	**6**

Total	**48**

Completion Sequence – Doctor of Education in Instructional Design and Technology

*Fall start with candidate completing two courses per semester

Fall Semester 1	**Credits**	**Spring Semester 2**	**Credits**
EDU 7003	3	EDU 7023	3

EDU 7013	3	EDU 7033	3
Total	**6**	**Total**	**6**

		Summer Semester 3	Credits
		EDU 7043	3
		EDU 7303	3
		Total	**6**

Fall Semester 4	Credits	Spring Semester 5	Credits
EDU 7053	3	EDU 7415	5
EDU 7323	3		
EDU 7403	3		
Total	**9**	**Total**	**5**

		Summer Semester 6	Credits
		EDU 7425	5
		Total	**5**

Fall Semester 7	Credits	Spring Semester 8	Credits
EDU 7435	5	EDU 7443	3
		EDU 7453	3
Total	**5**	**Total**	**6**

Total	**48**

**Note: Advisors will provide degree completion plans for candidates who start in the spring semester and who take three courses per semester.*

EDU | Graduate Education Courses

Core Courses

EDU 7003 Historical and Social Foundations of Education
Advanced study which critically examines the historical, philosophical, and socio-cultural forces that have shaped and continue to influence educational theory, policy, and practice in the United States and globally.

EDU 7013 Issues and Trends in Teaching and Learning
Advanced study which critically examines the historical, philosophical, and socio-cultural forces that have shaped and continue to influence educational theory, policy, and practice in the United States and globally.

EDU 7023 Issues and Trends in Learning Technologies
A critical and forward-looking analysis of the theoretical, practical, and ethical challenges and innovations driving the use of technology in education. This course moves beyond a survey of current tools to focus on the strategic adoption, systemic implementation, and critical evaluation of emerging technologies within diverse learning contexts.

EDU 7033 Leadership Principles and Ethics
This course provides a critical and advanced exploration of leadership theories, models, and ethical frameworks essential for effective and responsible educational and organizational leadership. This course focuses on the complex moral and philosophical dimensions of influencing organizational change, fostering a culture of integrity, and promoting equity.

EDU 7043 Advanced Behavior Management
This course provides an in-depth study of complex, persistent, and challenging student behavior and equips candidates with advanced, evidence-based strategies for management and intervention. The course emphasizes proactive, trauma-informed, and relational approaches, focusing on the leader's role in implementing school-wide systems that prioritize co-regulation, social-emotional learning (SEL), and functional behavior analysis (FBA). Candidates will critically analyze the systemic and environmental factors that contribute to behavioral challenges, especially for students with disabilities or those affected by trauma.

EDU 7053 Collaboration and Communication in Special Education
The course provides an advanced, scholarly examination of the theoretical frameworks, research-based models, and practical skills necessary for effective collaboration and communication within the complex ecosystem of special education. The course focuses on the leader's role in facilitating effective partnerships among diverse stakeholders to improve outcomes for students with disabilities.

Educational Leadership Electives

EDU 7103 Organizational Analysis and Problem Solving
This course provides candidates with the theoretical frameworks and practical skills necessary to analyze complex organizational structures, dynamics, and challenges within educational and related settings. Drawing on systems thinking, organizational theory, and change management models, students will learn to identify root causes of organizational problems rather than just symptoms.

EDU 7113 Issues and Trends in Educational Leadership
The course provides a critical and forward-looking examination of the most pressing issues, emerging trends, and future challenges shaping educational leadership across P-12 and higher education sectors. Candidates will analyze the complex socio-cultural, political, and technological forces that necessitate adaptive, ethical, and equity-centered leadership responses.

EDU 7123 Culture and Educational Leadership
A study of the intricate relationship between organizational culture, community culture, and effective educational leadership. Candidates will critically analyze the deep structures, shared assumptions, norms, and values that shape behavior, decision-making, and outcomes in educational institutions. The course emphasizes the leader's role as a steward committed to fostering environments of equity, innovation, and high performance.

Special Education Electives

EDU 7203 History and Future of Special Education
This course offers a comprehensive and critical examination of the historical, legislative, philosophical, and socio-cultural forces that have shaped special education services in the United States and globally. Candidates will analyze the evolution of disability rights, landmark legal decisions, and the ongoing impact of federal mandates. The course will also explore the emerging trends and future directions necessary for creating genuinely inclusive, equitable, and effective educational systems.

EDU 7213 Administration and Supervision of Special Education
This course prepares candidates to serve as effective, ethical, and legally compliant leaders in the administration and supervision of special education and related services. Focusing on the practical realities of P-12 and post-secondary settings, candidates will analyze the complex roles of special education directors, supervisors, and site-level administrators in managing personnel, resources, and programs while upholding the mandates of the Individuals with Disabilities Education Act (IDEA) and promoting equitable outcomes for students with disabilities.

EDU 7223 Disability and Learning
This course provides a study of foundational and contemporary theories of learning, cognition, and motivation through the lens of diverse abilities, analyzing how various exceptionalities (cognitive, sensory, physical, emotional/behavioral) impact access to the curriculum and educational outcomes. This course equips educators and leaders to design truly inclusive and affirming learning environments.

Instructional Design and Technology Electives

EDU 7303 Instructional Design Theory
This course provides an in-depth examination of the theoretical foundations and historical trends underpinning the field of instructional design through a Christian perspective. Students will explore the historical evolution of instructional design focusing on the core philosophical and psychological principles that inform how learning environments are systematically created.

EDU 7313 Models for Instructional Design and Technology
A study of foundational and contemporary models used to design, develop, and evaluate instruction across a variety of settings in P-12 and higher education. The course emphasizes using key learning and performance metrics regarding the optimal alignment of instructional strategies, delivery modalities, and emerging technologies, ensuring maximum support for teaching and learning across diverse and evolving educational environments.

EDU 7323 Ethics and Social Responsibility in Technology
This course provides candidates with the ethical frameworks and moral reasoning skills necessary to lead in an increasingly digitized and data-driven educational landscape. The course moves beyond mere policy compliance to deeply analyze the social, cultural, and political responsibilities of educational leaders when selecting, implementing, and governing technology. Students will critically engage with complex dilemmas concerning data privacy, algorithmic bias, equitable access, and the societal impact of technological innovation.

Dissertation Courses

EDU 7403 Introduction to Research Methods
This course is designed for doctoral candidates to examine the various methods of research: qualitative, quantitative, mixed-methods, and applied. Course topics, readings, and assignments will prepare students to conduct their own formal research projects in the future. The purpose of this course is to equip doctoral students with an understanding of qualitative, quantitative, mixed-methods, and applied research to determine which method best suits the intent of the research objectives of their dissertation.

EDU 7415 Front Matter and Chapter 1: Introduction
This course is designed to teach students to conduct applied research using a multi-method approach to data collection and analysis. Students will learn specific qualitative and quantitative data collection and analysis strategies needed to solve a problem or improve a practice at a specific site. Candidates will write the front matter and all sections of Chapter 1: Introduction of the applied research dissertation template. This course aims to equip doctoral candidates with the knowledge and skills necessary to conduct applied research.

EDU 7425 Chapter 2: Literature Review
This course is designed to provide doctoral candidates with the skills necessary to complete a literature review. Students will learn to critically analyze texts and synthesize the information to present the current state of the literature related to their chosen research topic. Further, the candidates will choose a relevant theory to explain their research by writing a theoretical framework. Candidates will write all sections of Chapter 2: Literature Review of the applied research dissertation template.

EDU 7435 Chapter 3: Procedures
This course is designed to assist doctoral candidates in writing the proposal for their applied research dissertation. The proposal consists of the front matter and Chapters 1–3 of the dissertation template. Candidates will design site-specific qualitative and quantitative data collection methods to solve a problem. The purpose of this course is for candidates to complete Chapter 3: Methods of their dissertation.

EDU 7443 Chapter 4: Findings
This course is designed to assist doctoral candidates with executing applied research data collection and analysis strategies and writing the research findings based on evidence. Upon data collection and analysis, doctoral candidates will write all sections of Chapter 4: Findings of their applied research dissertation.

EDU 7453 Chapter 5: Recommendations
This course is designed to assist doctoral candidates with executing applied research data analysis strategies and making recommendations based on evidence. Upon analysis, doctoral candidates will make recommendations to solve the problem related to their research and describe the execution plan. Candidates will write all sections of Chapter 5: Recommendations of their applied research dissertation.

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 276-326-4225 or 276-326-4541 or by email.

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.

Students may easily subscribe to RamAlert by texting "#BluefieldRams" to 22300. More details about RamAlert, the available methods for signing up, and the process to change your subscription are available in the Student Life section of MyBU. Questions about RamAlert should be sent to bunews@bluefield.edu from a university 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 Barker
Office: 276.326.4341
ecoppola@bluefield.edu
www.bluefield.edu/title-ix

DEPUTY COORDINATORS:
Bethany Justis | 276.326.4201 | bjustis@bluefield.edu
Meghan Wilson | Meghan.wilson@bluefield.edu
Tracey Stout | 276.326.4245 | tstout@bluefield.edu
Shawn White | 276.326.4249 | swhite@bluefield.edu
Kristen Parker | 276.780.3033 | kparker@bluefield.edu
Jean Herndon | MABS | (540) 231-5090 | jherndon@bluefield.edu

Title IX INVESTIGATORS:
John Embrescia
Office: 276.326.4313
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Kim Farmer
Office: 276.326.4224
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CONFIDENTIAL COUNSELORS:
Emily Cook
Office: 276.326.4252
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Brandy Smith
Office: 276.326.4307
bsmith@bluefield.edu

CAMPUS SAFETY

BLUEFIELD UNIVERSITY CAMPUS SAFETY
John Embrescia | ext. 4313 | jembrescia@bluefield.edu
Office: 304-887-1795

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.

Jessica Cox, 2026. Interim Vice President for Administration and Finance. B.S., Bluefield University, 1997.

Bryan Worrall, 2025. Vice President for Advancement. B.S., Virginia Tech.

Travis Roberts, 2024. Vice President for Enrollment Management and Marketing. MA in Executive Leadership, Liberty University.

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. B.S. Liberty University; MBA Liberty University.

Jason Craig, 2026. Provost and Chief Academic Officer. BSC (HONS), University of Ulster, Belfast. D.Phil., University of Ulster, Belfast.

BOARD OF TRUSTEES

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Craig Stout, Vice Chair
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William Winfrey, Committee on Trustees, Chair
Jack Reasor, Interim Finance Committee Chair
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Cindy Carter, Facilities and Technology Committee Chair
Sarah Reid, Student Development Committee Chair
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Members

Anna Abbey	Elizabeth Keene	Dixie Tooke-Rawlins
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Becky Easley Beckett	Phyllis Marcom	William Winfrey
Cindy Carter	Howard Mayo	K. Lamont Woods
Roger Collier	Donna Payne	L. Mori Williams
Rod Hale	Jack Reasor	
Heather Harris	Sarah Reid	
Melissa Hypes	John Rocovich	
Julie Johnson	Craig Stout	

Trustee Emeritus

Dr. Janelle B. Duremdes	Mr. David A. Skidmore

FACULTY DIRECTORY

Olivia Andrews, 2026. Assistant Professor of Biology. B.S., Lock Haven University. Ph.D., Virginia Tech.

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.

Michelle Brown, Instructor of Education. B.S., Bluefield University; M.Ed., Concord University; Ed.D., Liberty University.

Shellie Brown, 2017. Dean of the School of Education and Social Sciences; Associate Professor, Director of Teacher Education, Director of Graduate Education, and Founding Program Director of Doctor 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; Executive Director of MBA Program; Founding Program Director of DBA Program 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 RAMS Life 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.

Christy Cundiff, 2024. Assistant Professor of Counselor Education. B.A., MaEd, James Madison University.

Jeffrey A. Disibbio, Assistant Professor of Criminal Justice. B.S., Radford University; B.S., Bluefield University; J.D., Regent University Robertson School of Law.

Kevin W. Downer, 2011. 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.

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.

Henry Carl Hess, 2026. Assistant Professor of Music; Director and Recruiter for BU Marching Band Program. B.A., Alderson Broaddus University; M.M., Duquesne University; D.M.A., James Madison University.

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 College of Sciences and Health Sciences; Honors Program Chair; B.S., Concord College; Ph.D., Virginia Polytechnic Institute and State University.

Paul Lambert, Instructor of Business. B.S., Bluefield University; M.S., Capella 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; M.A., Regent University.

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.

Robert Rohan, 2026. Assistant Professor of Exercise and Sport Science; Department Chair, Exercise and Sport Science. B.S. University of Maryland; M.Ed. Frostburg State University. Ed.D. Salisbury University.

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.

Leslie Shumate, 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.

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; Department Chair 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.

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; Faculty President. B.S., University of New Brunswick; M.A., M.Div., Acadia Divinity College; Ph.D., University of Edinburgh.

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.

Chad Brown, Instructor of Education. B.S., Bluefield University; M.S., Concord University; Ed.S., Liberty 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.

Sarah Finn, 2022. Instructor of Biology. BS North Carolina State University, M.R. North Carolina State University, M.A. Bluefield University.

Jenna Fitzgerald, B.S., The University of Virginia's College at Wise; M.A., Western Kentucky University; Ph.D., Virginia Polytechnic Institute and State University.

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.

Stormy Hill, Instructor of Exercise Sport Science, B.S., M.S., Northen Arizona 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.

Pamela Kelly, Instructor Business Administration, B.A. University of Miami; M.B.A., Health Care Management, D.H.A., University of Phoenix.

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.

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.

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.

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.

Robert Smith, Instructor of Cybersecurity.

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

Stephen Baldwin, Assistant Athletic Trainer/Director of Strength & Conditioning
Emily Barker, Academic Advisor
Erika Bell, Senior Women's Leader/Head Athletic Trainer
Melody Blackwell, Student Account Assistant
Austin Bolden, Associate Director of Admissions
Abigail Bradley, Traditional Admissions Counselor
Megan Brandl, Director of Alumni Relations
Lewis Brogdon, Director of Institutional Effectiveness
Ashley Brown, Student Accounts Manager
Nikki Byrd, Online Enrollment Advisor
Nicole Chicklo-Kaklis, Director of Online & Graduate Programs
Jonathan Collier, IT Support Technician
Joseph Cooper, Head Men's Basketball Coach
Nick Cooper, Director of Athletic Communications
Rilla Cooper, CORE Faculty & Director of Student Success
Jessica Cox, Interim Vice President for Finance & Administration
Rodney Davis, Director of Academic Records & Registration/Registrar
Phillip Dunford, Assistant Football Coach
John Embrescia, Director of Campus Safety
Joslyn Evans, Director of Residence Life
Brian Fisher, Technical Director
Makaela Gibson, Online Admissions Counselor
Glen Goins, Building & Grounds Technician
Stella Gunter, Campus Store Manager
Jeremy Harlow, Traditional Admissions Counselor
Carrie Havens, Online Admissions Processor
Kyle Hershey, Assistant Maintenance Manager
Kyle Herstich, Assistant Football Coach
Melanie Hosier, Strength & Conditioning Coach

Brian Hill, Director of Biomedical Sciences Program
Christy Hughes, Director of Instructional Design
Nayerly Jimenez, Bluefield Central Graduate Assistant
Keven John, Head Men's & Women's Volleyball Coach
Abigail Justis, Traditional Admissions Counselor
Bethany Justis, Director of Academic Services
Hal Keene, Director of Facilities & Operations
Matt Ketchum, Defensive Line Coach
Mike Ketchum, Assistant Football Coach - Defensive Coordinator
Jennifer Lamb, Assistant Registrar
Andrew LaPan, Director of Resident Life
Ashley Lassetter, Online Admissions Counselor
Jon Leftwich, Campus Safety Officer
Dewey Lusk, Head Football Coach
Gil Lusk, Assistant Football Coach
Alisha Maloyed, Nursing Department Coordinator
Ryan McCarty, Head Men's Soccer Coach
Bryce Medlock, Assistant Baseball Coach
Jackie Morgan, Housekeeper
Cade Mullins, Head Women's Soccer Coach
Corey Mullins, VP for Student Development & Athletics
Daniel Mullins, Director of Public Relations
Jewell Norman, Enrollment Support Specialist
Farrah Nunley, Lead Housekeeper
Brooke Osborne, Director of Traditional Admissions
Kristen Parker, Dean of Students
Cathy Payne, Student Success Coach
Wayne Pelts, Assistant Director of the Academic Center for Excellence
Steven Peterson, University President
Kyle Pietrzak, GA Women's Volleyball
Jared Porter, Director of Athletic Business Operations
Sharon Porter, Accounts Payable Specialist
Rachel Price, Assistant Registrar
Tabitha Price, Assistant Registrar
Ethan Rainwater, Assistant Men's & Women's Basketball Coach
Harrison Rice, Associate Vice President for Online Enrollment
Brennan Richardson, Traditional Admissions Counselor
Josephine Root, Traditional Admissions Counselor
Travis Roberts, Vice President for Enrollment
Tim Robinette, Enterprise Systems Administrator
Kari Sargent, Human Resources Specialist
Melanie Sarver, Controller
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
Robert Smith, Executive Director of IST
Taylor St. Laurent, GA Counseling Education
Jennifer Thorn, Accreditation Specialist, School of Education and Counselor Education
Mason West, Director of Campus Ministries/Director of Worship
Madison Whisman, 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
Liberty Wolf, GA Women's Soccer
Jake Wright, Head Women's Basketball Coach

Part-Time Staff

Hal Crenshaw, Campus Bus Driver
Emily Lusk, Executive Director of NOSW
Ashlyn Newman, Assistant to Campus Ministries
Willie Sparks, Assistant Softball Coach
Ashley Taylor, Head Cheerleading Coach
Melissa Yowell, Music Accompanist

Academic Calendar

2026-2027 ACADEMIC YEAR

Fall 2026 | 15 Week Semester

New Student Move-In	8/6 (Thu)
New Student Orientation & Honor Code Convocation	8/7 (Fri)
Returning Student Move-In	8/8 (Sat)
New Student Orientation / Welcome Activities	8/9 (Sun)
First day of classes (15-week term)	**8/10 (Mon)**
President's Convocation 10:30 a.m.	8/12 (Wed)
MSN On-Campus Days	8/12 – 8/13 (Wed-Thu)
Last day to add/drop a class	8/17 (Mon)
Labor Day (no classes)	**9/7 (Mon)**
Duremdes Christian Emphasis Week	9/23 – 9/25 (Wed-Fri)
December Graduation Application Deadline	9/19 (Sat)
Mid-Term grades due	10/1 (Thu)
Academic Advising Convocation	10/9 (Fri)
Advising for Spring Semester	10/12 – 10/23 (Mon-Fri)
Homecoming & Family Weekend	10/16 – 10/18 (Fri-Sun)
May Graduation Application Deadline	11/1 (Sun)
Last day to withdraw from a class	11/12 (Thu)
General Education Assessment	11/20 (Fri)
MSN On-Campus Days	11/19 – 11/20 (Thu-Fri)
Last day of the Semester	**11/20 (Fri)**
Fall Commencement Ceremony	11/20 (Fri)
Thanksgiving Break (Offices closed)	11/25 – 11/27 (Wed-Fri)
Final grades due	12/3 (Thu)
First Day of Fall Term 3	12/15 (Tues)
Christmas/New Year Break	12/24 – 1/1/27 (Thu-Fri)

Spring 2027 | 15 Week Semester

Campus offices reopen	1/4/27 (Mon)
Faculty PRO Day	1/6 (Wed)
New Student Move-In	1/8 (Fri)
Returning Student Move-In	1/9 (Sat)
End of Fall Term 3	1/10 (Sun)
First day of classes (15-week term)	**1/11 (Mon)**
MSN On-Campus Days	1/15 – 1/16 (Fri-Sat)
Martin Luther King Day (no classes)	**1/18 (Mon)**
Last day to add or drop a class	1/19 (Tue)
MLK Make a Difference Day	1/20 (Wed)
Last day to apply for Spring Graduation	2/19 (Fri)
Mid-Term grades due	3/12 (Fri)
Academic Advising Schools Meet	3/12 (Fri)
Spring Break (no classes)	**3/15 – 3/19 (Mon-Fri)**
Global Education Emphasis Week	3/22 – 3/26 (Mon-Fri)
Advising for Summer & Fall Semester	3/22 – 4/2 (Mon-Fri)
Last day to withdraw from a class	3/22 (Mon)
Easter Break (no classes)	**3/26 (Fri)**
Appalachian Week	4/12 – 4/17 (Tue-Sat)
Honors Convocation	4/21 (Wed)
Mud Pig Day	4/29 (Thu)
General Education Assessment Day 1 (Graduating Seniors)	4/29 (Thu)
General Education Assessment Day 2 (Graduating Seniors)	4/30 (Fri)
MSN On-Campus Days	4/30 – 5/1 (Fri-Sat)
Last day of the Semester	**4/30 (Fri)**
Commencement	4/30 – 5/1 (Fri-Sat)
Academic Assessment Day	5/5 (Wed)
Final grades due	5/6 (Thu)

Fall 2026 | 8 Week Terms Online

First day of Fall Term 1 courses	**8/10 (Mon)**
Last day to add Fall Term 1 courses	8/12 (Wed)
Last day to drop a Fall Term 1 course	8/17 (Mon)
Labor Day (Offices closed)	**9/7 (Mon)**
Last day to withdraw from Fall Term 1	9/11 (Fri)
December Graduation Application Deadline	9/19 (Sat)
Last day of Fall Term 1 courses	**10/4 (Sun)**
Final grades due for Fall Term 1	10/12 (Mon)
First day of Fall term 2 courses	**10/5 (Mon)**
Last day to add Fall Term 2 courses	10/7 (Wed)
Last day to drop a Fall Term 2 course	10/12 (Mon)
Registration for Spring 2027 begins	10/12 (Mon)
May Graduation Application Deadline	11/1 (Sun)
Last day to withdraw from Fall Term 2	11/6 (Fri)
Fall Commencement Ceremony	11/20 (Fri)
Thanksgiving Break (Offices closed)	**11/25 – 11/27 (Wed – Fri)**
Last day of Fall Term 2 courses	**11/29 (Sun)**
Final grades due for Fall Term 2	12/7 (Mon)

Spring 2027 | 8 Week Terms Online

First day of Spring Term 1 courses	**1/11 (Mon)**

First day of Semester-Long online courses	**1/11 (Mon)**
Last day to add Spring Term 1 courses	1/13 (Wed)
Martin Luther King Day (Offices closed)	**1/18 (Mon)**
Last day to drop a Spring Term 1 course	1/19 (Tue)
Last day to withdraw from Spring Term 1	2/12 (Fri)
Last day of Spring Term 1 courses	**3/7 (Sun)**
Final grades due for Spring Term 1	3/15 (Mon)
First day of Spring Term 2 courses	**3/8 (Mon)**
Last day to add Spring Term 2 courses	3/10 (Wed)
Last day to drop a Spring Term 2 course	3/15 (Mon)
Easter Holiday (Offices closed)	4/2 – 4/5 (Fri-Mon)
Last day to withdraw from Spring Term 2	4/9 (Fri)
Last day of Spring Term 2 courses	**5/2 (Sun)**
Last day of Semester-Long online courses	**5/2 (Sun)**
Commencement	4/30 – 5/1 (Fri-Sat)
Final grades due for Spring Term 2	5/10 (Mon)

Fall 2026 | Fall Term 3

First day of Fall term 3 courses	**12/14 (Mon)**
Last day to add Fall Term 3 courses	12/16 (Wed)
Last day to drop a Fall Term 3 course	12/16 (Wed)
Christmas/New Year's Holiday (Limited office hours)	**12/24 – 1/4/27 (Thu-Mon)**
Last day to withdraw from Fall Term 3	12/28 (Mon)
Last day of Fall Term 3 courses	**1/10 (Sun)**
Final grades due for Fall Term 3	1/18 (Mon)

Summer 2027 | 7 Week Terms Online

First day of Summer Term 1 courses	**5/3 (Mon)**
Last day to add a class for Summer Term 1	5/5 (Wed)
Last day to withdraw from a course	5/10 (Mon)
Memorial Day (Offices closed)	**5/31 (Mon)**
Last day to drop classes with a grade of "W"	6/1 (Tue)
Last day of Summer Term 1 courses	**6/20 (Sun)**
Final grades due for Summer Term 1	6/28 (Mon)
First day of Summer Term 2 courses	**6/21 (Mon)**
Last day to add a class for Summer Term 2	6/23 (Wed)
Last day to withdraw from a course	6/28 (Mon)
Independence Day (Offices closed)	7/5 (Mon)
Last day to drop classes with a grade of "W"	7/20 (Tue)
Last day of Summer Term 2 courses	**8/8 (Sun)**
Final grades due for Summer Term 2	8/16 (Mon)

Fall 2026 | MABS Semester

First day of the Fall Semester	**7/20 (Mon)**
Orientation Day	7/20 (Mon)
Census date for all classes	8/3 (Mon)
Students not financially cleared dropped	8/5 (Wed)
Labor Day (No classes)	**9/7 (Mon)**
Last day to withdraw from a class	10/2 (Fri)
December Graduation Application Deadline	9/19 (Sat)
May Graduation Application Deadline	11/1 (Sun)
Last day of the Fall Semester	**11/24 (Tue)**
Final grades due	12/4 (Fri)

Spring 2027 | MABS Semester

First day of the Spring Semester	**1/4 (Mon)**
Census date for all classes	1/11 (Mon)
Students not financially cleared dropped	1/12 (Tue)
Appalachian Outreach	TBD
Last day to withdraw from a class	3/23 (Tue)
Easter Break (no classes)	**3/26 – 3/29 (Fri-Mon)**
Last day of the Spring Semester	**5/14 (Fri)**
"C" or below grades are due	5/14 (Fri)
Commencement	5/15 (Sat)
Final grades due	5/19 (Wed)

Fall 2026 | MABS Semester – Online Courses

Start of term 1	**7/6 (Mon)**
Orientation day	7/6 (Mon)
Census date	7/13 (Mon)
Students not financially cleared dropped	7/14 (Tue)
Last day to drop with a "W"	8/7 (Fri)
Last day of term 1	**8/28 (Fri)**
Grades for term 1 due	9/4 (Fri)
Start of term 2	**8/31 (Mon)**
Census date	9/8 (Tue)
Students not financially cleared dropped	9/9 (Wed)
December Graduation Application Deadline	9/19 (Sat)
Last day to drop with a "W"	10/2 (Fri)
Last day of term 2	**10/23 (Fri)**
Grades for term 2 due	10/30 (Fri)
Start of term 3	**10/26 (Mon)**
Students not financially cleared dropped	11/1 (Sun)
May Graduation Application Deadline	11/1 (Sun)
Census date	11/2 (Mon)
Last day to drop with a "W"	11/30 (Mon)
Last day of term 3	**12/23 (Wed)**
Grades for term 3 due	12/28 (Mon)

Spring 2027 | MABS Semester – Online Courses

Start of term 1	**1/4 (Mon)**
Orientation day	1/4 (Mon)
Census date	1/11 (Mon)
Students not financially cleared dropped	1/12 (Tue)
Last day to drop with a "W"	2/5 (Fri)
Last day of term 1	**2/19 (Fri)**
Grades for term 1 due	2/26 (Fri)
Start of term 2	**2/22 (Mon)**
Census date	3/1 (Mon)

Students not financially cleared dropped	3/2 (Tue)
Last day to drop with a "W"	3/19 (Fri)
Last day of term 2	**4/16 (Fri)**
Grades for term 2 due	4/24 (Sat)
Start of term 3	**4/19 (Mon)**
Census date	4/26 (Mon)
Students not financially cleared dropped	4/27 (Tue)
Last day to drop with a "W"	5/14 (Fri)
Commencement	5/15 (Sat)
Last day of term 3	**6/11 (Fri)**
Grades for term 3 due	6/18 (Fri)

Fall 2026-27 | MHSA Semester - Auburn

Block 2 (Term 2026-16)	
First day of Block 2	**10/19 (Mon)**
Payment due in payment plan for Block 2	10/22 (Thu)
Last Day to Add/Drop a class without a grade of "W"	10/25 (Sun)
Census date	10/26 (Mon)
Students not financially cleared dropped	10/28 (Wed)
Last day to drop a class with a grade of "W"	11/13 (Fri)
Payment due in payment plan for Block 2	11/14 (Sat)
Thanksgiving Break (Offices Closed)	**11/23 – 11/27 (Mon-Fri)**
Christmas Break (Offices Closed)	**12/21 – 1/1/27 (Mon-Fri)**
Martin Luther King Day (Offices Closed)	**1/18 (Mon)**
Last day of Block 2	**2/5 (Fri)**
Final grades due	2/8 (Mon)
Block 5 (Term 2026-17)	
First day of Block 5	**10/19 (Mon)**
Payment due in payment plan for Block 5	10/22 (Thu)
Last Day to Add/Drop a class without a grade of "W"	10/25 (Sun)
Census date	10/26 (Mon)
Students not financially cleared dropped	11/11 (Wed)
Last day to drop a class with a grade of "W"	11/13 (Fri)
Payment due in payment plan for Block 5	11/14 (Sat)
Thanksgiving Break (Offices Closed)	**11/23 – 11/27 (Mon-Fri)**
Christmas Break (Offices Closed)	**12/21 – 1/3/27 (Mon-Sun)**
Martin Luther King Day (Offices Closed)	**1/18 (Mon)**
Last day of Block 5	**2/5 (Fri)**
Final grades due	2/8 (Mon)

Spring 2026-2027 | MHSA Semester - Auburn

Block 3 (Term 2026- 26)	
First day of Block 3	**2/8 (Mon)**
Last Day to Add/Drop a class without a grade of "W"	2/14 (Sun)
Census date for all classes	2/15 (Mon)
Final payment due in payment plans for Block 3	2/16 (Tue)
Students not financially cleared dropped	2/16 (Tue)
Last day to drop a class with a grade of "W"	3/15 (Mon)
AAAA Annual Meeting	4/15 – 4/18 (Thu-Sun)
Memorial Day (Offices Closed)	**5/24 (Mon)**
Class of 2028 Orientation	6/2 – 6/4 (Wed-Fri)
Last day of Block 3	**6/4 (Fri)**
Summer Break	**6/7 – 6/11 (Mon-Fri)**
Final grades due	6/11 (Fri)
Block 6 (Term 2026-27)	
First day of Block 6	**2/8 (Mon)**
Last Day to Add/Drop a class without a grade of "W"	2/14 (Sun)
Census date for all classes	2/15 (Mon)
Final payment due in payment plans for Block 6	2/16 (Tue)
Students not financially cleared dropped	2/16 (Tue)
Last day to drop a class with a grade of "W"	3/16 (Tue)
AAAA Annual Meeting (Offices Closed)	4/8 – 4/13 (Thu-Tue)
Last day of Block 6	**5/28 (Fri)**
Memorial Day (Offices Closed)	**5/31 (Mon)**
Final grades due	5/31 (Mon)

Summer 2026-2027 | MHSA Semester - Auburn

Block 4 (Term 2026-47)	
First payment due in five-month payment plan for Block 4	6/14 (Mon)
First day of Block 4	**6/14 (Mon)**
Last Day to Add/Drop a class without a grade of "W"	6/20 (Sun)
Census date for all classes	6/21 (Mon)
Students not financially cleared dropped	6/25 (Fri)
First payment due in four-month payment plan for Block 4	6/28 (Mon)
Independence Day (Offices Closed)	**7/2 (Fri)**
Last day to drop a class with a grade of "W"	7/15 (Thu)
Labor Day (Offices Closed)	**9/6 (Mon)**
ASA Annual Meeting	10/11 – 10/15 (Mon-Fri)
Last Day of Block 4	**10/15 (Fri)**
Final grades due	10/15 (Fri)
Block 7 (Term 2026-48)	
First day of Block 7	**5/31 (Mon)**
Orientation for the Class of 2028	6/2 – 6/4 (Wed-Fri)

Last Day to Add/Drop a class without a grade of "W"	6/6 (Sun)
Census date for all classes	6/7 (Mon)
Final payment due in payment plans for Block 7	6/8 (Tue)
Students not financially cleared dropped	6/8 (Tue)
Independence Day	**7/4 (Sun)**
Independence Day Observed (Offices Closed)	**7/5 (Mon)**
Last day to drop a class with a grade of "W"	7/6 (Tue)
Labor Day (Offices Closed)	**9/6 (Mon)**
Last day of Block 7	**9/10 (Fri)**
Final grades due	9/15 (Wed)
Tentative Graduation Week	9/13 – 9/18 (Mon-Sat)

Fall 2026-27 | MHSA Semester - Carolina

Block 1 (Term 2026-14)	
First payment due in five-month payment plan for Block 1	8/28 (Fri)
First day of Block 1	**9/2 (Wed)**
Orientation Day	8/31 – 9/2 (Mon-Wed)
Last Day to Add/Drop a class without a grade of "W"	9/8 (Tue)
Census date for all classes	9/10 (Thu)
Students not financially cleared dropped	9/10 (Thu)
First payment due in four-month payment plan for Block 1	9/11 (Fri)
Last day to drop a class with a grade of "W"	10/2 (Fri)
ASA Annual Meeting	10/16 – 10/20 (Fri-Tue)
Thanksgiving Break (Offices Closed)	**11/23 – 11/27 (Mon-Fri)**
Christmas Break (Offices Closed)	**12/21 – 1/1/27 (Mon-Fri)**
Last Day of Block 1	**1/15 (Fri)**
Martin Luther King Jr. Day (Offices Closed)	**1/18 (Mon)**
Final Grades Due	1/22 (Fri)
Block 4 (Term 2026-18)	
First payment due in five-month payment plan for Block 4	8/14 (Fri)
Labor Day (Offices Closed)	**9/7 (Mon)**
First day of Block 4	**9/14 (Mon)**
First payment due in four-month payment plan for Block 4	9/14 (Mon)
Last Day to Add/Drop a class without a grade of "W"	9/21 (Mon)
Students not financially cleared dropped	9/21 (Mon)
Census date for all classes	9/22 (Tue)
Last day to drop a class with a grade of "W"	10/2 (Fri)
ASA Annual Meeting	10/19 – 10/23 (Mon-Fri)
Thanksgiving Break (Offices Closed)	**11/23 – 11/27 (Mon-Fri)**
Christmas Break	**12/21 – 1/1/27 (Mon-Fri)**
Last Day of Block 4	**1/15 (Fri)**
Martin Luther King Jr. Day (Offices Closed)	**1/18 (Mon)**
Final Grades Due	1/22 (Fri)

Spring 2026-27 | MHSA Semester - Carolina

Block 2 (Term 2026-24)	
First day of Block 2	**1/25 (Mon)**
Payment due in payment plan for Block 2	1/28 (Thu)
Last Day to Add/Drop a class without a grade of "W"	2/7 (Sun)
Census date for all classes	2/15 (Mon)
Students not financially cleared dropped	3/4 (Thu)
Payment due in payment plan for Block 2	3/5 (Fri)
AAAA Annual Meeting	4/15 – 4/18 (Thu-Sun)
Last Day of Block 2	**5/7 (Fri)**
Final Grades Due	5/10 (Mon)
Block 5 (Term 2026-28)	
First day of Block 5	**1/18 (Mon)**
Payment due in payment plan for Block 5	1/26 (Tue)
Last Day to Add/Drop a class without a grade of "W"	1/31 (Sun)
Census date	2/1 (Mon)
Students not financially cleared dropped	2/3 (Wed)
Last day to drop a class with a grade of "W"	2/5 (Fri)
Payment due in payment plan for Block 5	2/20 (Sat)
AAAA	4/15 – 4/20 (Thu-Tue)
Last day of Block 5	**4/23 (Fri)**
Final Grades Due	4/30 (Fri)

Summer 2026-27 | MHSA Semester - Carolina

Block 3 (Term 2026-41)	
First day of Block 3	**5/10 (Mon)**
Last Day to Add/Drop a class without a grade of "W"	5/17 (Mon)
OFF	**5/18 (Tue)**
Census date for all classes	5/18 (Tue)
Final payment due in payment plans for Block 3	5/19 (Wed)

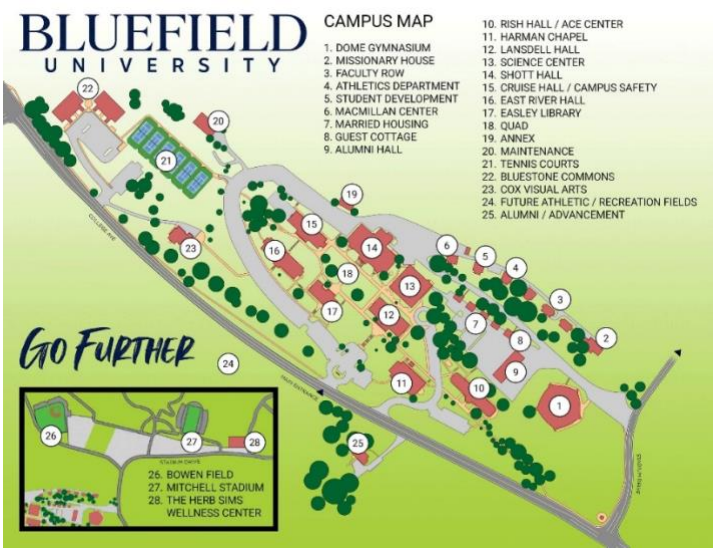
Students not financially cleared dropped	5/19 (Wed)
Memorial Day (Offices Closed)	**5/31 (Mon)**
Last day to drop a class with a grade of "W"	6/21 (Mon)
Independence Day Observed (Offices Closed)	**7/2 (Fri)**
Independence Day	**7/4 (Sun)**
Last day of Block 3	**8/20 (Fri)**
Summer Break	**8/23 – 8/27 (Mon-Fri)**
Final Grades Due	8/27 (Fri)
Block 6 (Term 2026-42)	
First day of Block 6	**4/26 (Mon)**
Last Day to Add/Drop a class without a grade of "W"	5/2 (Sun)
Census date for all classes	5/3 (Mon)
Last day to drop a class with a grade of "W"	5/3 (Mon)
Final payment due in payment plans for Block 6	5/4 (Tue)
Students not financially cleared dropped	5/4 (Tue)
Memorial Day (Offices Closed)	**5/24 (Mon)**
Last day of Block 6	**8/6 (Fri)**
Final Grades Due	8/13 (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 *(registrar, student accounts, financial aid)*	**276.326.4215**
FAX	276.326.4288
Toll Free	800.872.0175
Academic Affairs	276.326.4203
Advancement	276.326.4370
Alumni	276.326.4208
Athletics	276.326.4330
Campus Store	276.326.4260
Campus Ministry	276.325.4471
Campus Safety	304.887.1795
Enrollment Management	276.326.4231
Office of the President	276.326.4201
Public Relations	276.326.4225 *or* 276-326-4541
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

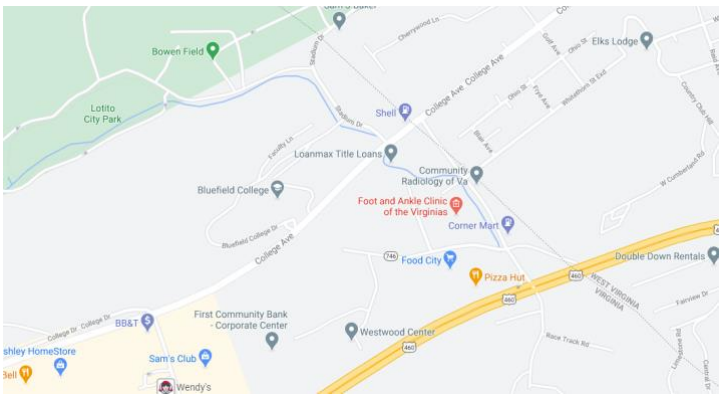
1. Take Exit 1 from I-77 South (the Bluefield, Route 52 North exit).
2. Turn right on to Route 52 North (John Nash Boulevard).
3. Travel 2.4 miles and take Route 460 West exit to Bluefield.

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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